

PROBATION OFFICER CORE COURSE

.....

Effective July 1, 2012

(Incl. Policy updates effective July 1, 2013)

Released

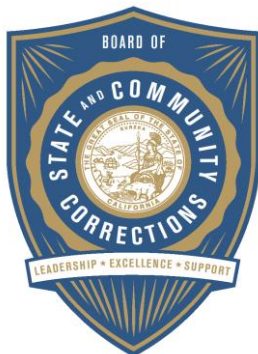
November 2011

Formatting Modified

May 2013

Copyrighted

(May be reproduced with permission)



BOARD OF STATE AND COMMUNITY CORRECTIONS

Standards and Training for Corrections Division

600 Bercut Drive, Sacramento, CA 95811

916.445.5073 PHONE

916.327.3317 FAX

bscc.ca.gov

Leadership



Excellence



Support

BSCC staff and consultants who worked on this revision:

Kasey Stevens, Project Manager
Research Program Specialist I

John Prince, Core Course Manager
Field Representative

Larry Meyers, PhD, Research Consultant
Sharisse Dy, Graduate Student Assistant
Karen Phillips, Graduate Student Assistant
Janine Niccoli, Field Representative
Wayne Landberg, Field Representative
Sukie Dhillon, Field Representative
Barbara Fenton, Field Representative
Colleen Stoner, Field Representative
Aaron Long, Field Representative
Mary Wakefield, Field Representative
Pedro Dueñas, Graduate Student Assistant
Stacey Fuller, Graduate Student Assistant
Amy Kohls, Field Representative
Christina Lappas, Graduate Student Assistant
Ernesto Martinez, STC Secretary
Shelley Montgomery, Consultant
Tina Perez, Staff Services Analyst
Charles Strike, Graduate Student Assistant
Ruxandra Turcu, Graduate Student Assistant

Acknowledgements

Many local corrections practitioners contributed to the successful curriculum revision project of 2009-2010. The agencies they represent reflect the demographic diversity of California's probation departments. Additionally, training providers, instructors, and other subject matter experts gave valuable input during the revision process.

Standards and Training for Corrections (STC) is extremely grateful to all the individuals who volunteered their time and hard work in making this revision process successful. Their support and assistance, along with their agencies' generous contribution of their time, enables California to maintain the most comprehensive and current training program for entry-level probation officers. STC wishes to thank the following individuals who participated in this project:

Stacy Adams
San Diego Probation Dept.
Monique Bookout
Kern Probation Dept.
Micheal Collins
Orange Probation Dept.
Larry Dodson
Los Angeles Probation Dept.
Mark Elliott
San Joaquin Probation Dept.
Tim Gatto
San Mateo Probation Dept.
Jody Green
Humboldt Probation Dept.
Sherry Huskey
Stanislaus Probation Dept.
Nicole LaCoursiere
Siskiyou Probation Dept.
David McManus
Placer Probation Dept.
Albert Montellano
Los Angeles Probation Dept.
Tracy Neal
Mono Probation Dept.
Robert Pettengill
San Diego Probation Dept.
Gary Romanko
El Dorado Probation Dept.
Robin Toschi
San Joaquin Probation Dept.
Greg Ulloa
Tehama Probation Dept.
LeAnne Williams
Tulare Probation Dep.

Scott Ball
Stanislaus Probation Dept.
Jeff Bosworth
Sierra Probation Dept.
John Dahl
Santa Clara Probation Dept.
Cliff Downing
Fresno Probation Dept.
Glenn Fuss
San Luis Obispo Probation Dept.
Amanda Gibbs
Napa Probation Dept.
Dan Hawks
Tuolumne Probation Dept.
Tim Jernigan
Humboldt Probation Dept.
Yolanda Leon
San Benito Probation Dept.
Javier Medina
Orange Probation Dept.
Gerry Munoz
Colusa Probation Dept.
Jose Pantoja
Madera Probation Dept.
Ned Putt
Santa Clara Probation Dept.
Marc Solis
San Diego Probation Dept.
Terry Trimble
Kern Probation Dept.
Erick Webb
Ventura Probation Dept.
Karen Young
Butte Probation Dept.

Heather Bennett
Santa Barbara Probation Dept.
Shaun Breneman
Humboldt Probation Dept.
Mike Dent
Nevada Probation Dept.
Sandra Duffield
Ventura Probation Dept.
Brenda Gage
Yolo Probation Dept.
Kelly Gould
Sacramento City College
Anita Hopman
Mariposa Probation Dept.
Michael Krietch
Calaveras Probation Dept.
Mark Mardahl
San Francisco (J) Probation Dept.
Ed Miller
Shasta Probation Dept.
David Naumann
San Joaquin Probation Dept.
Leticia Paras-Topete
Sutter Probation Dept.
Mary Raborn
Tulare Probation Dept.
Ralph Thompson
Sacramento Probation Dept.
Denise Turner
San Bernardino Probation Dept.
Beth Wells
Solano Probation Dept.

Table of Contents

INTRODUCTION.....	1
About Standards and Training for Corrections.....	1
Purpose and Scope of this Probation Officer Core Course Training Manual	1
Effective Date for Delivery of this Curriculum	2
Overview of this Manual.....	2
OVERVIEW OF THE 2009 – 2010 REVISION PROCESS.....	4
Guiding Principles for the Course Revision	4
Overview of the Three Revision Phases	6
SUMMARY OF CHANGES TO THE CURRICULUM.....	9
Length of the Course.....	9
Structure Changes	9
Content Changes	11
PROVIDER AND INSTRUCTOR GUIDE.....	18
Adult Learning Styles	18
Updating Course Content and Meeting Agency Needs.....	19
Delivery of Student Performance Objectives.....	19
Job Knowledge Tests	20
Guidelines for Defensive Tactics and Physical Conditioning.....	21
Unit and Module Numbering System	24
Course Sequence	25
Certifying the Core Course.....	29
COURSE TRAINING OUTLINE.....	30
UNIT 1: AGENCY-SPECIFIC TRAINING.....	34
UNIT 2: ROLES AND RESPONSIBILITIES OF THE PROBATION OFFICER.....	35
Module 2.1 Roles and Responsibilities of the Probation Officer.....	35
Module 2.2 Ethics and the Probation Officer	38
Module 2.3 Legal Liability.....	39
UNIT 3: CALIFORNIA JUSTICE SYSTEM.....	40
Module 3.1 Legal Foundations for Probation.....	40
Module 3.2 Confidentiality and Release of Information	42
Module 3.3 Juvenile Justice System and Process.....	45
Module 3.4 Adult Criminal Justice System and Process	46
UNIT 4: CURRENT TRENDS AND PRACTICES.....	47
Module 4.1 Evidence-based Practices	47
Module 4.2 Introduction to Assessment Tools	48
Module 4.3 Interviewing Techniques	49

Module 4.4	Disproportionate Minority Contact.....	51
UNIT 5: RISK FACTORS.....		52
Module 5.1	Gangs.....	52
Module 5.2	Family Violence	54
Module 5.3	Psychological Problems.....	57
Module 5.4	Substance Abuse	59
Module 5.5	Crisis Intervention and Counseling	61
Module 5.6	Sex Offender Legal Mandates and Community Management	63
UNIT 6: JUVENILE DETENTION DECISIONS.....		65
Module 6.1	Juvenile Detention Decisions.....	65
UNIT 7: INFORMATION GATHERING		69
Module 7.1	Case Information Gathering: Written Records.....	69
Module 7.2	Restitutions, Fines, and Other Payments.....	71
Module 7.3	Interviewing Victims.....	73
Module 7.4	Investigation Interviewing.....	75
UNIT 8: COURT REPORTS AND PRESENTATIONS		78
Module 8.1	Determinate Sentencing	78
Module 8.2	Dispositional Alternatives in Adult Cases	81
Module 8.3	Adult Court Reports.....	83
Module 8.4	Dispositional Alternatives in Juvenile Cases.....	85
Module 8.5	Juvenile Court Reports	88
Module 8.6	Presentations to the Court and Testifying	90
UNIT 9: ORIENTATION, CASE PLANNING, AND SUPERVISION.....		91
Module 9.1	Conducting the Initial Meeting and Interview with a Probationer	91
Module 9.2	Establishing Case Goals and Plans.....	95
Module 9.3	Case Plan and Supervision	98
Module 9.4	Monitoring for Substance Use	102
Module 9.5	Factors in Making Referrals.....	103
UNIT 10: SUPERVISION ISSUES		105
Module 10.1	Violations of Probation or New Law Violations	105
Module 10.2	Modifications of Case Plan.....	108
Module 10.3	Out of County Jurisdiction and Interstate Compact.....	110
UNIT 11: PRIORITY SETTING.....		112
Module 11.1	Priority Setting for Probation Officer Functions	112
UNIT A: PERSONAL SAFETY.....		113
Module A.1	Personal Safety Precautions	113
Module A.2	Contraband and Evidence.....	114
Module A.3	Searching Persons, Buildings, and Vehicles.....	116

UNIT B: USE OF FORCE	119
Module B.1 Principles of Use of Force.....	119
Module B.2 Evasive and Blocking Techniques.....	121
Module B.3 Arrest and Control Techniques	122
UNIT C: RESTRAINTS AND SEARCHING	123
Module C.1 Principles of Use of Restraints.....	123
Module C.2 Handcuffing.....	125
Module C.3 Searching the Person	127
UNIT D: TRANSPORTATION	129
Module D.1 Preparation for Transport	129
UNIT P: PHYSICAL CONDITIONING	130
Module P.1 Physical Conditioning Basics	130
Module P.2 Conditioning Exercises	131
Module P.3 Conditioning Exercises	132
Module P.4 Conditioning Exercises	133
Module P.5 Conditioning Exercises	134
Module P.6 Conditioning Exercises	135
Module P.7 Conditioning Exercises	136
Module P.8 Conditioning Exercises	137
PHYSICAL CONDITIONING EXERCISE SETS	138
PHYSICAL CONDITIONING DESCRIPTIONS AND PICTURES	139
Dynamic Stretching	139
Low Intensity Strength Exercises.....	141
Core Strength Exercises	142
Upper Body Strength	143
Lower Body Strength	144
Low Intensity Plyometric Exercises.....	145
Lower Body Plyometric Exercises.....	146
Upper Body Plyometric Exercises	151
Cool-Down and Static Stretching.....	155
TIME AND TESTING SPECIFICATIONS	158
MINIMUM JOB KNOWLEDGE TEST REQUIREMENTS	161
Job Knowledge Test by Student Performance Objective Index.....	161
Minimum MCT Items by Unit	176
Minimum MCT Items by Module.....	177
Lesson Plan Policy (effective July 1, 2013).....	178
Test Administration Policy (effective July 1, 2013).....	179

APPENDIX A.TRAINING PROVIDER AND INSTRUCTOR RESOURCES FOR PHYSICAL CONDITIONING... 181

APPENDIX B.EXERCISE PHYSIOLOGIST’S CURRICULUM VITAE..... 182

REFERENCES..... 184

Introduction

About Standards and Training for Corrections

Standards and Training for Corrections (STC) is a division of the Board of State and Community Corrections (BSCC). STC provides a standardized, state-coordinated local and state corrections selection and training program. STC partners with correctional agencies to develop and administer selection and training standards for local corrections officers, local probation officers, and state correctional peace officers. This collaborative effort results in standards that are relevant and validated through evidence-based research. STC standards ensure that selection and training practices of correctional agencies are fair, effective, and job-relevant.

STC was created in 1980, partially as a result of the large number of fair employment lawsuits and the lack of a statewide training and selection system that burdened local law enforcement in the 1970s. The STC program is a voluntary program for local correctional agencies. Local agencies that choose to participate agree to select and train their corrections staff according to STC's standards and guidelines. Since its inception, STC has not had any of its standards successfully challenged in court.

In support of its standards, STC monitors agency compliance with the standards to ensure that the agencies continue to reap the benefits provided by their program participation. In addition, STC provides ongoing technical assistance to assist with emerging selection and training issues.

Purpose and Scope of this Probation Officer Core Course Training Manual

The primary purpose of this Probation Officer (PO) Core Course Training Manual is to present the curriculum and design specifications for the PO Core Course. The information provided in this manual is essential to training providers and instructors for the presentation of the course and serves as the standard for receiving and maintaining STC certification.

This manual also provides a brief summary of the guiding principles underlying the development of the curriculum, how the curriculum was revised, and how the course specifications may be used to prepare course lectures, lesson plans, tests, and materials. For more in-depth coverage of certification procedures, structure, and course delivery requirements, training providers and instructors are encouraged to thoroughly read the *Handbook for Presenting Core Courses*.

Effective Date for Delivery of this Curriculum

Early implementation of this prescribed curriculum may begin in November 2011. Effective July 1, 2012, all PO Core Courses shall be based on this curriculum. Certification documents must be submitted to STC 60 days prior to the first delivery of this new curriculum.

All of the course objectives and testing methodologies were evaluated and revised. As a result, training providers must also update their presentations, lesson plans, and job knowledge tests to reflect these changes. For assistance in fulfilling these certification requirements, contact the STC Core Course Manager at (916) 322-1145.

Overview of this Manual

This manual is divided into the following sections:

- *Overview of the 2009-2010 Revision Process* – this section provides an overview of the principles that guided the revision and description of the revision process.
- *Summary of Changes to the Curriculum* – this section presents a summary of the major changes to the curriculum including changes to the content, structure of student performance objectives, and emphasis compared to the 1998 version.
- *Provider and Instructor Guide* – this section is a guide for delivering the course and describes changes to the course that impact providers and instructors. Providers and instructors are strongly encouraged to review this section prior to requesting certification and delivering course content.
- *Course Training Outline* – this section presents the unit and module outline, minimum time allocations, and sequence of delivery.
- *Student Performance Objectives and Design Specifications* – this section provides the student performance objectives and testing specifications for the course. These student performance objectives describe what the student should be able to do at the completion of training. As a result, student performance objectives are the fundamental building blocks of the curriculum. They provide the basis for developing methods to evaluate instructional effectiveness.
- *Physical Conditioning Exercise Sets* – this section provides a single table that identifies the exercises of each physical conditioning exercise set.
- *Physical Conditioning Descriptions and Pictures* – this section describes the exercises that make up the physical conditioning component of the course and includes pictures of most exercises.

- *Time and Testing Specifications* – this section provides the minimum time and testing specifications for the course by unit and module.
- *Job Knowledge Test by Student Performance Objective Index* – this section presents an index that identifies the type of job knowledge test (multiple choice, written skills, or behavior skills test) for each student performance objective.

Overview of the 2009 – 2010 Revision Process

This section provides an overview of the guiding principles for the revision and a general description of the course revision process in order to establish that the revised course was empirically-based and tied to the PO job in a valid manner. A detailed description of the revision process is documented in the *Development of the Probation Officer Core Course Validation Report* (the *Validation Report*). Those individuals who are interested in the technical aspects of the revision should refer to the *Validation Report*.

STC began the process of revising the course in February of 2009. The revision incorporated empirically-based research of the PO job through a variety of means, including surveys of the range of constituents who are involved either directly or indirectly in the course and task force meetings with various subject matter experts.

Guiding Principles for the Course Revision

Training design involves a series of decisions, many of which are critical to producing an effective instructional program. For example, the designers must repeatedly make decisions regarding the inclusion or exclusion of specific content in the course. While such decisions are often complex and difficult, they are more easily made if guiding principles have been established for the project. The principles that guided the development of the course are presented below.

Guiding Principle 1: Develop a Job-Related Course

The content of the course must be related to the PO job. To the extent that knowledge or skills are essential to job performance, they are included in the course. This guiding principle subsumes training content, methods, and format.

Guiding Principle 2: Specify the Training Needed by “Entry-level” POs

The course should specify the training needed by “entry-level” POs who have no prior training or experience in corrections. Although some entry-level POs may have some background in corrections, the assumption of no prior training or experience ensures that the course will cover the needs of all entry-level personnel.

Guiding Principle 3: Training Must Be Applicable to Probation Departments across the State

The course should meet the training needs of entry-level POs in probation departments across the state regardless of probation department size, location, or budget.

Guiding Principle 4: Specify Minimum Training

The course should provide the basic knowledge, tools, and skills that are essential to meet minimum performance standards for entry-level POs and prepare entry-level POs for subsequent on-the-job training. It is very important to recognize that the course cannot and should not be expected to produce an experienced probation officer capable of handling every job assignment.

Guiding Principle 5: Course Should Be Completed Prior to First Work Assignment

Probation officers are required to attend the PO Core Course within the first year of their assignment as a probation officer. Research conducted during the revision process indicated that students actually attend the course after different lengths of time on the job (ranging from 0 to about 8 months). In order to deliver a core course that was applicable across the state to students with a range of job experiences, it was necessary to work under the presumption that students would enter the course with little or no previous job experience. Therefore, to the extent that it is feasible for jurisdictions to do so, it is recommended that newly hired POs be provided with the opportunity to complete the course as early as possible, preferably prior to their first work assignment.

Guiding Principle 6: Delivery is Administratively Feasible

The course should be administratively feasible. To enable every training course to operate within certain administrative constraints (e.g., time, budget, personnel, etc.), the course was designed with the following considerations:

- **Daily Schedule** – Daily course schedules are designed to be 8 hours per day, 5 days per training week.
- **Testing Periods and Methods**
 - Multiple Choice Tests (MCTs) are designed to be scheduled in blocks. This will provide for the potential use of a test proctor as an alternative to the instructor monitoring this type of testing.
 - Written Skills Tests (WSTs) and Behavior Skills Tests (BSTs) are to be administered by the designated instructor during training delivery. WSTs are designed to be graded by the instructor during non-instructional time.
- **Instructional Methods** – The traditional classroom training model is the preferred training delivery format. This allows for a variety of delivery methods (e.g., lecture, class discussion, demonstration, and role playing) along with the use of supportive multi-media technology. Where feasible, it is recommended that course delivery take into account adult learning styles and that student participation is encouraged.

Overview of the Three Revision Phases

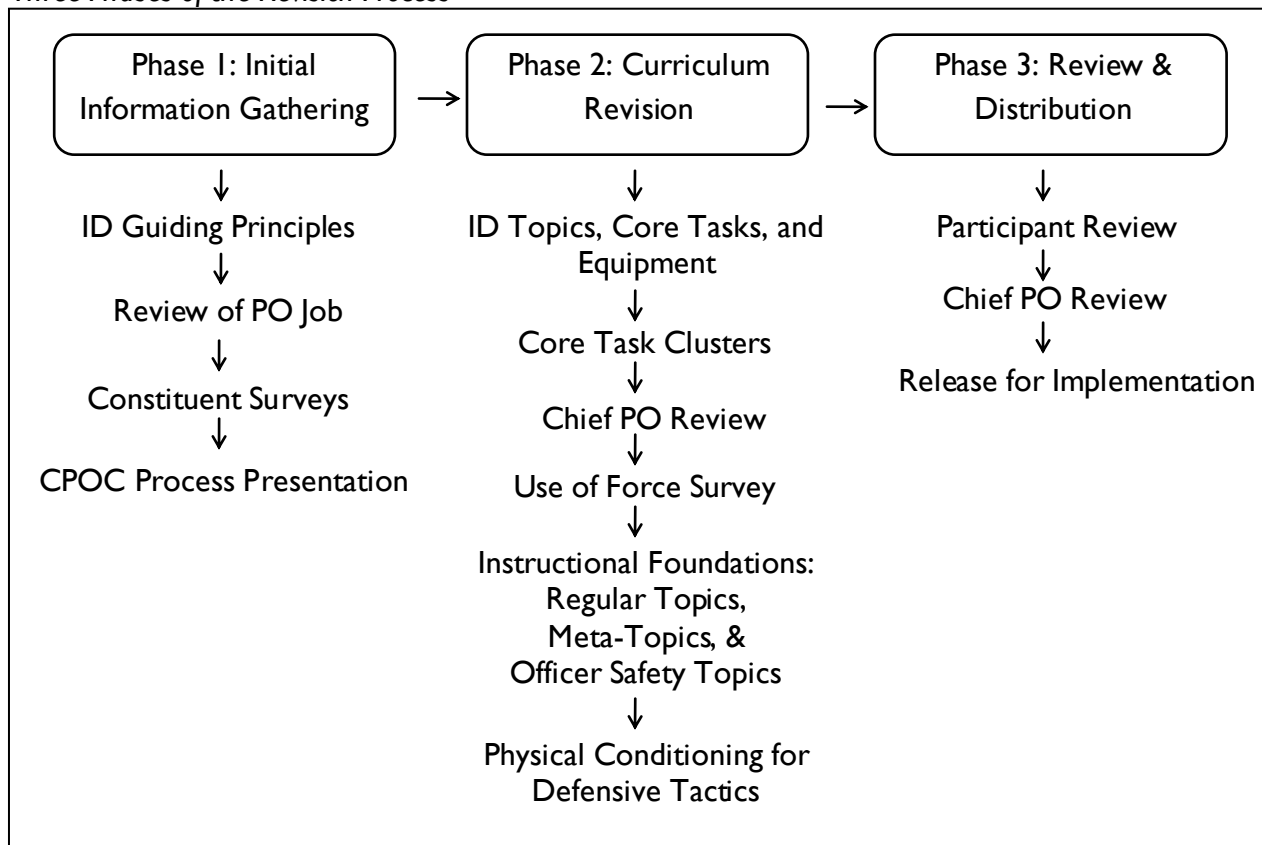
The course revision was divided into the following three phases:

- initial information gathering,
- curriculum revision, and
- review and distribution.

Figure 1 provides a flow chart of the steps that were conducted within each phase of the revision process. Following the diagram is a brief description of the research and work completed in each phase of the course revision, including the timeline of completion.

Figure 1

Three Phases of the Revision Process



Phase 1: Initial Information Gathering

A brief description of the research and work completed by STC during Phase 1, Initial Information Gathering, of the revision process is provided below in a timeline format.

- *February 2009 – Started Revision:* Identified and defined the guiding principles of the course revision.
- *March 2009 – Review of PO Job:* Updated information about the job by incorporating the most recent job analysis, comments from course evaluations, and content of PO Core Courses in excess of the minimum required hours.
- *April through May 2009 – Constituent Surveys:* Developed and administered six constituent surveys which provided feedback regarding the previous curriculum, in order to identify new topics, knowledge, skills, and abilities to add to the course. Surveys were provided to the following constituents: Chief POs, supervisors, recent course graduates, STC training managers, instructors, and Core providers.
- *June 2009 – CPOC Process Presentation:* Provided three CPOC representatives with an overview of the process and research that guided the course revision.

Phase 2: Curriculum Revision

A brief description of the research and work completed during Phase 2, Curriculum Revision, of the revision process is provided below in a timeline format.

- *July 2009 – ID Topics, Core Tasks, and Equipment:* Twenty task force participants identified the topics, core tasks, and equipment items that are included in the revised course.
- *September 2009 – Core Task Clusters:* Five task force participants sorted the core tasks and equipment items into clusters of related tasks that could be taught together. These core task clusters formed the foundation of the revised course and tied the course content to the PO job.
- *October 2009 – Chief PO Review:* STC provided Chief POs the opportunity to review the results of the revision process to date in order to incorporate their feedback and concerns into subsequent task force meetings.
- *December through March 2010 – Use of Force Survey:* Chief POs completed a survey to identify the common Use of Force policies and procedures of their probation departments.
- *February 2010 – Instructional Foundations for Regular Topics:* Twelve task force participants developed the student performance objectives for the regular topics of the revised course.

- *April 2010 – Instructional Foundations for Meta-Topics:* Six task force participants developed the student performance objectives for the meta-topics of the revised course. For the regular and meta-topics, task force participants made recommendations for the course sequence, the number of multiple choice test questions, and the length of instructional time.
- *May 2010 – Instructional Foundations for Officer Safety Topics:* Six task force participants developed the student performance objectives for the officer safety topics, incorporating the Use of Force survey results. For the officer safety topics, task force participants made recommendations regarding course sequence, the number of multiple choice test questions, and the length of instructional time.
- *May through August 2010 – Physical Conditioning for Defensive Tactics:* The defensive tactics portion of the course was reviewed and physical conditioning was added to the course to prepare students for defensive tactics.

Phase 3: Review and Distribution

A brief description of the research and work completed during Phase 3, Review and Distribution, of the revision process is provided below in a timeline format.

- *August 2010 – Participant Review:* Task force participants were provided the opportunity to review and provide feedback on products produced by STC as a result of their input during task force meetings.
- *October 2010 – Chief PO Review:* Chief POs reviewed the draft of the PO Core Course manual and provided feedback that was incorporated into the final revised PO Core Course curriculum.
- *November 2010 – Release for Implementation:* The revised PO Core Course curriculum was released and STC began the regulation revision process in order to incorporate the increased hour requirement.

Summary of Changes to the Curriculum

The intent of the course revision was to improve the course by adding necessary content, removing or decreasing the emphasis of existing content, removing redundancy, increasing flexibility in the course, clarifying the intended outcome of the course, and adding user-friendly features to the manual. As a result, a number of significant changes were made to the length, structure, and content of the course.

Length of the Course

The length of the course was increased to 196 hours. This increase in hours is a result of the following:

- The addition of Unit 4, Current Trends and Practices, which provides an introduction to evidence-based practices, interviewing, and assessment tools.
- The addition of physical conditioning to prepare students for defensive tactics training and to assist in reducing injuries.
- More time allocated to defensive tactics training.

Structure Changes

Three goals of the structure changes described below were to clarify the intended outcome of the course, increase flexibility in the course, and add user-friendly features to the manual. As a result, (a) the student performance objectives in the manual focus on the knowledge or abilities of the student at the completion of each module, (b) content previously provided in the separate knowledge skill map document is provided directly in the manual, and (c) flexibility in the course sequence is identified.

Student Performance Objectives

The objectives in the 1998 Core manual sometimes described what instructors should cover and at other times described what the student should know or do. This ambiguity has been clarified by now specifying “student performance objectives.” The student performance objectives provided in this revised Core course manual include the phrase “student will be able to” and are now written to specify what the student should be able to do at the end of training for each module.

The switch to student performance objectives clarifies to instructors the intended result of training. Further, the student performance objectives do not include bulleted lists of course content. As a result, the course content will be flexible and providers and instructors can update or modify the content as necessary. Finally, student performance

objectives do not dictate the instruction process; this allows instructors to use the method that is appropriate for the module, adult learning styles, and their instructional preference.

Knowledge Skill Maps Were Retired

Knowledge skill maps were provided in a separate document for the 1998 course. These knowledge skill maps often identified important penal codes, statutes, case law, and resources that may be available on the job. They also linked course content to the job by identifying the core tasks from the job analysis. In the revised course, the important information contained in those knowledge skill maps has been incorporated directly in this manual in the following ways:

- **Penal Codes, Statutes, and Case Law**

When appropriate, student performance objectives are followed by a list of penal codes, statutes, and/or case law that directly relate to the student performance objective. This information is provided as a resource for the instructor. However, instructors should not assume that this list is comprehensive. While every effort was made to ensure applicable penal codes, statutes, and case law were cited for each student performance objective, instructors should use their judgment to include penal codes, statutes, or case law that are appropriate. Additionally, instructors should use their judgment to update the course with any applicable penal codes, statutes, or case law that become relevant to the subject matter after the publication of this manual.

- **Methods and Tools Used on the Job**

When appropriate, student performance objectives are followed by a list of methods or tools available on the job that directly relate to the student performance objective. This information is provided as a resource for the instructor. This is not a finite list; at the time of course development these were commonly used methods or tools. Instructors should continually update the course to include current advancements in the field of probation (e.g., new assessment tools). Instructors may want to consider incorporating the methods or tools into the course instruction as instructional aides. Task force participants indicated that a majority of the student performance objectives should take into account the content of department policy manuals so that the course is directly applicable to what is expected and appropriate on the job. Rather than repeat this idea for each student performance objective, we are stating here that instructors should incorporate information contained in the applicable department policy manuals throughout their instruction when feasible.

- **Core Tasks and Equipment Items**

Core tasks and equipment items associated with each module are listed beneath the student performance objectives. The content of each module is designed to provide students with the knowledge or skills related to the task or equipment item. Each equipment item begins with the word “Operate” or “Guidelines.” If an item begins with “Operate,” then the actual operation of the item must be included in the training. If the item begins with “Guidelines,” then the general guidelines, rules, or principles for using the item must be included.

Job Knowledge Tests

The terminology for testing methods within the Core course has been clarified. Each test represents a method used to assess job knowledge; therefore they are collectively referred to as Job Knowledge Tests. The three types of Job Knowledge Tests used to assess student performance within the Core course are:

- **Multiple Choice Test (MCT)**

Requires the student to complete a paper and pencil test consisting of multiple choice questions.

- **Written Skills Test (WST)**

Requires the student to write a simulated job document such as a portion of a report, interview questions, or incident report.

- **Behavior Skills Test (BST)**

Requires the student to physically demonstrate a job skill, such as conducting an interview or performing defensive tactics.

Content Changes

The focus of the content changes described below was to update the Core course in order to reflect changes in the field of probation since the development of the previous course in 1998. As a result, new content was added to the course, some content was removed or given less emphasis, and redundancy was removed.

Historical Milestones

Historical milestones of the justice system are now included in the Juvenile and Adult Justice System and Process modules (Modules 3.3 and 3.4, respectively). As a result, the emphasis of historical milestones has been decreased since a single module is no longer dedicated to this content. This also improves course delivery since historical milestones are covered directly with the Juvenile and Adult Justice System content.

Legal Foundations for Probation

Legal Foundations for Probation (Module 3.1) now includes an introduction to legal terminology, legal foundations, and reference use of the codes, statutes, and judicial council rules. By combining these three topics (previously modules 2.3, 2.4, and 2.5 from the 1998 course, respectively) into one module, redundancy was removed from the course.

Current Trends and Practices

This new 10-hour unit provides entry-level POs an introduction to evidence-based practices, assessment tools, interviewing techniques, and disproportionate minority contact. This unit is presented relatively early in the course since many of the subsequent units build on or are influenced by evidence-based practices, assessment tools, and interviewing techniques.

Interviewing Techniques

The Core course now provides an increased emphasis on interviewing techniques. Module 4.3 provides an introduction to interviewing techniques. This introduction will reduce redundancy in the course by eliminating the need to cover basic interviewing techniques in each of the following modules in which students practice interviewing skills:

- Module 5.1: Gangs
- Module 5.2: Family Violence
- Module 5.4: Substance Abuse
- Module 5.5: Crisis Intervention and Counseling
- Module 7.3: Interviewing Victims
- Module 7.4: Investigation Interviewing
- Module 9.1: Conducting the Initial Meeting and Interview with a Probationer

Assessment Tools

The Core course now provides an increased emphasis on assessment tools. Module 4.2 provides an introduction to assessment tools. This introduction will reduce redundancy in the course by providing a foundation for the following modules which incorporate assessment tools:

- Module 5.2: Family Violence
- Module 5.3: Psychological Problems
- Module 5.4: Substance Abuse
- Module 6.1: Juvenile Detention Decisions
- Module 8.2: Dispositional Alternatives in Adult Cases
- Module 8.4: Dispositional Alternatives in Juvenile Cases

- Module 9.2: Establishing Case Goals and Plans
- Module 9.3: Case Plan and Supervision

Risk Factors

The course now provides an increased emphasis on risk factors. Unit 5 consists of modules designed to provide content related to gangs, family violence, psychological problems, substance abuse, and sex offender legal mandates. The amount of instructional time devoted to these modules has increased by 10 hours. Additionally, the content for these modules will also focus on the impact these risk factors have on the various tasks performed by POs. For example, Module 5.1, Gangs, now includes content regarding interaction with gang members, techniques for interviewing gang members, etc. Overall, the instruction for these modules should provide an introduction to the various risk factors, but also directly relate this information to the PO job.

Orientation, Case Planning, and Supervision

Unit 9, Orientation, Case Planning and Supervision, and Unit 10, Supervision Issues, were designed to reduce redundancy and clarify the previous content regarding casework and monitoring probationer performance (previously Units 10, 11, and 12 of the 1998 course, respectively). As a result, students should have increased clarity regarding the supervision functions of POs.

Officer Safety

Increased emphasis has been given to the officer safety section of the course, which is comprised of the units labeled alphabetically (A, B, C, etc.). The defensive tactics maneuvers specified in Modules B.2, B.3, C.2, and C.3 were written to provide flexibility for instructors to incorporate agency-specific techniques and philosophies when possible. These objectives are intended to be introductory in nature, enabling students to engage in a limited number of basic defensive tactics. The training is intended for the majority of POs statewide who carry out the functions of routine court, office, and field situations. It is not intended to equip the small percentage of POs who are assigned to specialized, intensive field supervision positions with the skills necessary to perform those duties. For the POs who perform the more physically demanding field supervision duties, agencies are strongly encouraged to provide additional physical skills training beyond the scope of this course.

The amount of time devoted to officer safety has been increased by 11 hours. Based on input received from constituent surveys and task force participants with experience delivering the defensive tactics portion of the course, the amount of time to deliver the defensive tactics modules (B.2, B.3, C. 2, and C.3) of the course has been increased by 8 hours. The remaining 3 hours are accounted for in Module A.2, Contraband and Evidence. This module was moved into the officer safety section of the course.

Finally, redundancy was removed from this section by covering the legal principles of searches in Module A.3, Searching Persons, Buildings, and Vehicles (previously included with contraband and evidence in the 1998 course).

Physical Conditioning

Physical conditioning was added to the course in order to prepare students for defensive tactics. The physical conditioning within the course is modeled after the physical conditioning program for the Juvenile Corrections Officer (JCO) Core Course. The following subsections provide an overview of how the JCO Core Course physical conditioning program was developed and the rationale for including it in the PO Core Course.

Development of the JCO Core Course Physical Conditioning Program. The current physical conditioning programs for the JCO Core Course and the Adult Corrections Officer (ACO) Core Course were developed by Dr. Daryl Parker, Exercise Physiologist and Professor of Kinesiology at Sacramento State University in 2007 and 2009, respectively. Dr. Parker's research to develop the physical conditioning for these courses included an evaluation of the previous physical conditioning programs, interviews and meetings with corrections officers, Core course instructors, on-site observations, and a review of the current literature on combative exercise demands.

Upon completion of his research, Dr. Parker found that the previous physical conditioning program was satisfactory for the JCO Core Course and met the recommendations for health-related fitness according to the American College of Sports Medicine. However, after observing some of the defensive tactics training courses, it was realized that the previous physical conditioning program was inadequate to optimize performance during defensive tactics. Interviews with the JCOs and Core instructors indicated that a defensive tactics situation could range in duration from seconds to several minutes depending on the arrival of backup. Most agreed that on average, a physical altercation would last roughly 30 seconds and require nearly an all-out effort during that time. An all-out 30-second effort requires roughly double the maximal aerobic capacity of the average person. Further, the dynamic motion and rapid high-force muscle contraction that were observed in this training suggest that success in a physical altercation will require a high level of physical fitness. Attributes such as speed, agility, and coordination are not considered requisites for health or minimization of disease risk, and thus are neglected in most training programs. Yet performance-based training programs similar to those followed by athletes include such training parameters. Given the demands of training in defensive tactics, a physical conditioning program that is based on the performance aspects of conditioning rather than the health aspects would be advantageous.

While the training in defensive tactics is important to the success of a JCO, so is the minimization of injury. In interviews with course providers, all expressed a concern with injuries. Reported injuries were numerous and diverse in nature. The two most frequently reported injuries were hamstring strains and back strains. These common, but debilitating injuries are avoidable. Traditional methods of injury prevention have always involved static stretching and strengthening of the muscle. In the last few years there has been a shift in paradigm for injury prevention. Health care professionals, including physical therapists, have begun moving from traditional stretching and strengthening to balance training, core muscle conditioning, and agility training for both the treatment and prophylaxis of injury. This shift in paradigm is similar to the constructs of performance-based fitness. A shift toward performance-based fitness may also serve as a means of preventing injury, as well as improving conditioning for defensive tactics training.

Based upon the background research, interviews, and class observations, Dr. Parker recommended and designed a physical training program for the JCO Core Course that was performance-based rather than health-based. The program was designed to meet the following criteria:

- Improve physical fitness required for defensive tactics
- Reduce injury rates during training and on the job
- Make improvements without changing the total time of the JCO Core Course

The following recommendations were made to achieve these criteria:

- Integrate the physical conditioning and defensive tactics training. This allows for more conditioning time and defensive tactics practice without a change in total time.
- Static stretching should follow conditioning as a part of the cool-down period. Static stretching has been shown to decrease muscle force production.
- Incorporate dynamic warm-up with dynamic flexibility and light plyometric exercises (i.e. skipping). This readies the body for exercise without decreasing force production.
- Each warm-up should also incorporate defensive tactics footwork. DT footwork is consistent with dynamic warm-up and will improve the performance of the motor pattern.
- Incorporate core conditioning. Strong core muscles are key to force transmission to the limbs and help to prevent injury.
- Incorporate plyometric training. Plyos make use of the stretch reflex to produce a fast and forceful contraction consistent with the execution of defensive tactics.

- The culminating conditioning experience will be plyometric circuits that include plyo exercise interspersed with cardiovascular exercise, to mimic the demands of defensive tactic training.

The resulting program consists of the following phases for each conditioning period, and the order in which they should be followed:

- Warm-up
- Dynamic stretching
- Low-intensity strength training (Calisthenics)
- Core strengthening
- Upper/Lower body strengthening
- Upper/Lower body plyos
- Cardiovascular conditioning
- Cool-Down
- Static stretching

Over the course of training, the volume and intensity of the exercises progress to provide an increasing overload. The order that the exercises are presented is important. Each exercise is meant as a development for the next. For example, the plyometric exercises progress from hops to different types of jumps (distance, height, multi-directional), and each build on the previous exercise. The program is designed over time to increase speed, power, and endurance. All of these elements are key to successful performance in defensive tactics.

Rationale for Incorporating JCO Physical Conditioning within the PO Core Course. During the curriculum revision phase of PO Core Course, after the student performance objectives for the defensive tactics portion of the course were developed, they were compared to the objectives for the defensive tactics portions of the JCO and ACO Core Courses. The defensive tactics portions of the three courses were determined to be very similar. Given their similarities, STC consulted with Dr. Parker to determine if the PO Core Course should include physical conditioning. Dr. Parker was provided with:

- summary tables that compared the student performance objectives for defensive tactics among the three courses.
- survey results pertinent to officer safety and defensive tactics from the constituent surveys.
- the maximum amount of time that could be devoted to physical conditioning due to the course length.

Based on this information, Dr. Parker recommended that physical conditioning be added to the course in order to prepare students for defensive tactics. Also, given the amount of time in the course that could be devoted to physical conditioning, the PO Core Course should utilize the JCO physical conditioning program.

CPR and First Aid

CPR/First Aid was eliminated from the course, allowing agencies to satisfy this requirement at the local level. Despite the elimination from this course, all entry-level POs must successfully complete CPR and first aid courses within the first year of employment.

Provider and Instructor Guide

This section is provided as a guide to delivering the PO Core Course and describes changes to the course that impact providers and instructors. Providers and instructors are strongly encouraged to review this section prior to requesting certification and delivering course content. For further detailed information regarding STC Core courses, please refer to the following documents which are available on the STC website:

- *Handbook for Presenting Local Corrections Core Courses*
- *Testing in Core Training*
- *Policies and Procedures for STC Training Providers*

Adult Learning Styles

Understanding how adults learn and retain information is critical to the successful delivery of course content. Generally, adult learners prefer active involvement, need to relate the information to their jobs, prefer to build on prior knowledge or experience, and are goal-oriented, organized, and resist change. STC encourages instructors to incorporate adult learning theory into training and has provided a brief outline of adult learning principles below (Elengold, 2001, p. 2-3).

To retain information, adult learners generally:

- need to see the relevance of the training to their own life experience.
- learn best when they have some control over their learning experience.
- like to apply their own experience and knowledge to the learning process.
- are actively involved in the learning process.
- benefit from task- or experience-oriented learning situations.
- learn best in cooperative climates that encourage risk-taking and experimentation.

Each individual also has a preferred learning style. Some learn best by seeing information, some by hearing, and some by hands-on experience. Additionally, some need time to reflect on materials, while others like to dive right into material and try things themselves. Instructors can accommodate a variety of learning styles by:

- asking the students to share their related experiences.
- including group activities, such as brainstorming or role playing.
- supplementing written information with illustrations.
- including complete course content in a participant guide for students to refer to after the course.

- leaving space in handouts for the student to take notes.
- repeating and summarizing information using auditory, visual, and hands-on methods.

Updating Course Content and Meeting Agency Needs

The PO Core Course was developed to meet the minimum training needs of entry-level POs across the state regardless of probation department size, location, budget, etc. As a result, the student performance objectives represent general concepts that were common across probation agencies at the time of course development. Student performance objectives do not incorporate specific local policy. When possible, providers and instructors should refer students to local policy and update course content regularly to reflect changes in the field of probation.

The PO Core Course defines minimum standards in terms of content and time allocations. In an effort to meet the needs of agencies that may be sponsoring the course, providers can extend the course time and supplement the content. At the same time, sponsoring agencies should work closely with providers to ensure the course meets the needs and expectations of their agency.

Delivery of Student Performance Objectives

As a result of the switch to student performance objectives, the number of objectives in the course has increased. Instructors can tailor their delivery to discuss multiple objectives together or group similar content. Essentially, it is not necessary to provide instruction on each student performance objective one at a time in a linear fashion. For example, a classroom discussion may incorporate principles or concepts related to more than one student performance objective. Regardless of the delivery, the student performance objective identifies what students need to be able to do at the end of the course; the way in which the instructor gets them to that point is up to the instructor.

Job Knowledge Tests

With the exception of student performance objectives for physical conditioning (Unit P), each student performance objective is measured by a Job Knowledge Test (JKT). The type of JKT that should be used to test each student performance objective is identified in parentheses at the end of the objective statement using the following acronyms:

- MCT - Multiple Choice Test
- WST - Written Skills Test
- BST - Behavior Skills Test

Developing MCTs

Each student performance objective that is tested with a MCT must be tested with at least one multiple choice item. Instructors should develop the multiple choice items because they will be able to link the questions most accurately to the lesson plans.

Multiple choice items can be combined into a test in a variety of ways. For example, a test can be developed to include the multiple choice items for the student performance objectives contained in Module 2.0 or for Module 2.0 and Unit 3.1. For the student performance objectives that must be tested with a multiple choice item, providers determine the number of tests that will be used. However, tests should not include items for student performance objectives that have yet to be delivered in the course. Additionally, tests should not be given immediately after course instruction. Students should have the opportunity to review the material and prepare for the test.

The time allocated to administer these tests is in addition to the Minimum Module Instructional Time assigned to the unit. Three course hours are dedicated to the administration of MCTs.

Developing WSTs and BSTs

A total of 27 WSTs and 35 BSTs are included in the Core course. For the student performance objectives tested with either a WST or BST, their corresponding tests are numbered to aid with identification and certification (e.g., WST #1). WSTs and BSTs are developed by the instructor.

The development of a WST is driven by the associated student performance objective. For example, student performance objective 8.3.6 states “Given a complete investigation file for an adult defendant, the student will be able to generate a written court report.

(WST #14)" This means that WST #14 is the student's preparation of the report. The report is to be written during the classroom instruction time and graded by the instructor during non-classroom hours.

The development of a BST is also driven by the associated student performance objective. For example, student performance objective B.3.5 states "Student will be able to demonstrate course instructed ground defense techniques (BST #18)." This means that the successful accomplishment of this performance objective constitutes BST #18.

Guidelines for Defensive Tactics and Physical Conditioning

The PO Core Course includes defensive tactics and physical conditioning. For the proper delivery of the course content that requires physical activity, the guidelines presented below should be followed.

Medical Screening

A medical screening should be required as a prerequisite to participate in defensive tactics and physical conditioning. If the student has undergone a medical examination and the examining physician identified contraindications for the student's participation in some portion of the training, training providers should explore expectations of the hiring agency regarding accommodation for the student.

Role of the Provider

Logistical Support. In addition to the usual requirements of being a training provider who delivers an STC certified course, delivery of the defensive tactics and physical conditioning components demands specific areas of attention. For instance, the provider must arrange for appropriate facilities and equipment to support the defensive tactics and physical conditioning training. The exercises within the physical conditioning component of the PO Core Course require only a moderate amount of equipment. Walking and jogging can be done where a proper course is available and safety issues have been considered and addressed. Typical basic equipment includes adequate space, proper running and exercise surface, mats, water, stopwatches, display clocks, cones for course layout and barriers, medicine balls or basketballs, small flexible hand size balls such as those for racket ball, first aid and CPR equipment, cell phones or portable communication equipment (in case of injury off-site) and many other equipment items necessary for a safe and effective training environment. A sampling of equipment vendors is listed in Appendix A. Providers should not leave facility and equipment details to the instructor, as the provider may need to purchase additional equipment and arrange for its daily availability and proper maintenance. Further, providers must develop appropriate safety guidelines for the defensive tactics and physical conditioning training and adequately brief instructors and students on these guidelines. While not an all-inclusive list, areas of consideration should include the following:

Advice to students:

- inform instructors of any injuries and/or excessive discomfort or difficulty performing the activities.
- wear appropriate training shoes such as running, walking, or cross training shoes.
- consume adequate water to ensure proper hydration.

Logistical considerations for instructors:

- allow 48 hours between strength training exercises to allow muscles to repair and recuperate.
- schedule physical activity in the morning if heat and/or impaired air quality is a factor.
- provide adequate access to water.
- have a response plan in place for dealing with injuries and/or emergency medical attention.
- be aware that students may not divulge injuries to instructors because students may fear injuries will affect their ability to successfully complete the Core course.

Instructor-to-Student Ratio. Besides logistical support for training delivery, providers must assess the instructor-to-student ratio to make sure the students are receiving adequate supervision during the training and to allow enough time for the instructor to administer the BSTs. If necessary, providers should consult with STC to determine how best to incorporate appropriate staffing levels into the approved course budget.

Instructor Preparation. Providers also need to work closely with their defensive tactics and physical conditioning instructors to make sure the instructors are clear on the expectations and conditions of the training. Providers should insist that each defensive tactics and physical conditioning instructor read this entire manual before developing their lesson plan and before instructing students.

Instructor Qualifications. The provider should take great care in selecting the defensive tactics and physical conditioning instructors to aid in the successful delivery of this section of the course and to assist in reducing injuries. It is advisable to select instructors who have completed formal training in the area of physical skills performance. Instructor training programs are included in Appendix A.

Instructor Department. The provider should also work closely with the instructors to ensure a positive learning environment for defensive tactics and physical conditioning

training. The informal nature of defensive tactics and physical conditioning training may create a more relaxed atmosphere than a classroom setting. Providers should work with instructors to make sure that professionalism is continued throughout all aspects of the course. Please refer to the *Handbook on Presenting Core Courses*.

Communication with Employing Agency. Providers must also maintain a close communication link with the student's employing agency with regard to defensive tactics and physical conditioning. This includes ensuring proper medical screening has been conducted prior to training, expectations by the agency are clear to both the provider and the student, and regular feedback is provided to the employer with regard to the student's performance.

Role of the Instructor

As the instructor of the defensive tactics and physical conditioning, the instructor has two roles to serve: that of "coach" and that of "official observer." Instructors may demonstrate exercises to students, but after demonstration, should focus on observing students rather than working out with them.

In the coaching role, the instructor:

- maximizes the students' individual abilities to handle the physical demands of the job.
- checks the students form when performing exercises.
- minimizes the potential for training-related injuries.
- teaches students methods they can pursue on their own to maintain and improve their job-related physical capabilities.

In the official observer role, the instructor:

- determines whether students can demonstrate the defensive tactics maneuvers.
- monitors compliance with the provider's safety guidelines.

Role of the Student

Students are responsible for participating in all practice sessions to improve their ability to perform job-related physical activities. They must practice within the provider's safety guidelines to ensure and safeguard their own medical wellness.

Students also may be asked to take responsibility for helping each other during the sessions, especially when they are rotating through sessions in small groups. This includes being cooperative, timing each other on the exercises, giving each other feedback, and being equitable in sharing equipment and facilities.

Role of the Employing Agency

Prior to enrolling the employee in the course, the employing agency should provide for a medical screening by a physician who is familiar with the types of activities the employee will be engaged in during the course.

The employing agency should make sure each employee who participates in the course has been given a proper orientation to the defensive tactics and physical conditioning training several weeks prior to course attendance. This includes advising the employee that exercise clothing and athletic shoes will be required during the course, and explaining expectations with regard to participation. Employing agencies may find it helpful to provide each employee sections of this manual that pertain to the specific defensive tactics and physical conditioning the employee will be performing during the course.

Employing agencies should make every effort to familiarize themselves with the provider's approach to defensive tactics and physical conditioning. This might include an on-site visit to the course to observe the training. As with any aspect of the course, employing agencies should maintain regular and clear communication with the provider as to expectations and employee performance while the course is in progress.

Unit and Module Numbering System

As was true for the previous version of the PO Core Course, this course is structured into units and modules. The course has been divided into three content sections, general content, physical conditioning, and officer safety. The units for the general content section are numerically numbered (i.e., Unit 1, Unit 2, etc.) while the units for the physical conditioning and officer safety sections have been assigned an alphabetical numbering system. The physical conditioning section consists of Unit P and the officer safety section consists of Unit A through Unit D. The modules for each unit have been assigned a numerical numbering system for each section of the course. For example, the modules for Unit 2 are numbered Module 2.1, Module 2.2, etc. and the modules for Unit

A are numbered Module A.1, Module A.2, etc. An outline of the course, by units and modules, is provided in the *Course Training Outline* section of this manual.

Course Sequence

General sequence criteria were established to assist providers in developing the delivery order of the units and modules of the PO Core Course. The subsections below describe general sequence criteria for each course section (general content, physical conditioning, and officer safety), criteria for integrating the delivery of the three course sections, and a sequencing example.

General Sequence Criteria for Each Course Section

For each course section, the units are hierarchically sequenced and must be delivered in order. For example, within the general content section, Unit 2 is delivered first followed by Unit 3, followed by Unit 4, etc. Also, within the officer safety section, Unit A is delivered first, followed by Unit B, followed by Unit C, etc.

The modules within each unit are also hierarchically sequenced and must be delivered in order. For example, within Unit 2 of the general content section, Module 2.1 is delivered first which is followed by Module 2.2. Also, within Unit P of the physical conditioning section, Module P.1 is delivered first which is followed by Module P.2.

Certain modules have some flexibility in their delivery order. This flexibility is identified in the *Course Training Outline* with an asterisk and sequencing instructions. For example, within Unit 4, after Module 4.1 is delivered, Module 4.2, Module 4.3, and Module 4.4 can be taught in any order. However, all modules in Unit 4 must be taught before Unit 5.

Integrating the Three Course Sections

In order to provide flexibility to providers, the three sections of the course can be integrated in a variety of ways. The general instructions for integrating the three course sections and specific criteria for integrating officer safety and physical conditioning are provided below.

General Instructions for Integrating the Three Course Sections. Course delivery should begin with the units from the general content section. While following the hierarchical order of units and modules:

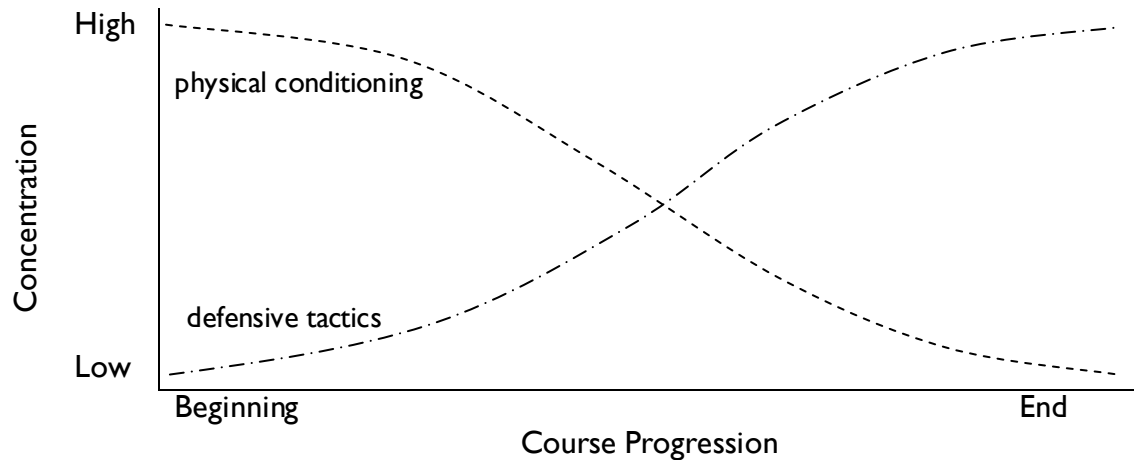
- the physical conditioning section can be inserted from Unit 2 through Unit 11 of the general content section.
- the officer safety section can be inserted from Unit 4 through Unit 11 of the general content section.

When integrating the course sections, modules from different sections of the course can be intermixed as long as they follow the hierarchical order of the units and modules. For example, delivery of the physical conditioning section can be integrated with Unit 2 of the general content section. One option for combining these units is beginning with Module 2.1, followed by Module 2.2, inserting Module P.1, and then delivering Module 2.3. Notice that the hierarchical sequencing of the modules was retained; although Module P.1 was inserted between Unit 2 modules, Module 2.1, Module 2.2, and Module 2.3 were taught in their assigned hierarchical sequence.

Integrating Physical Conditioning and Officer Safety Sections. In order to prepare students for the physical demands of the defensive tactics modules, reduce injury, and facilitate the transfer of defensive tactics skills, physical conditioning was added to the Core course. The delivery of the physical conditioning section is tied with the delivery of the officer safety section, especially the defensive tactics modules B.2, B.3, C.2, and C.3. When sequencing the course, the beginning of the course should be more heavily concentrated with physical conditioning modules and lightly concentrated with defensive tactics modules. As the course progresses, concentration on the physical conditioning modules should gradually decrease as concentration on the defensive tactics modules increases.

Figure 2 provides an illustration of this preferred method of delivery. The left side of the graph displays the concentration of the modules from low to high. The bottom of the graph displays the course progression from beginning to end. The desired relationship between defensive tactics and physical conditioning modules is demonstrated with their corresponding lines in the graph.

Figure 2. *Preferred delivery relationship for defensive tactics and physical conditioning*



It should be noted that Figure 2 is provided for illustration purposes and only provides a representation of the relative focus of these modules. While there are a variety of ways the defensive tactics and physical conditioning modules can be integrated, the delivery of these modules should roughly follow the relationship illustrated in Figure 2.

Providers and instructors need to incorporate the following criteria when integrating physical conditioning and defensive tactics:

- Module B.2 of the officer safety section must be delivered before Modules P.4 through P.8 of the physical conditioning section. Module B.2 presents defensive tactics footwork and Modules P.4 through P.8 incorporate this footwork as a warm-up exercise. This will increase the time to practice defensive tactics footwork without limiting the time for physical conditioning.
- A minimum of 48 hours is required between physical conditioning and defensive tactics training that is physically challenging, in order to minimize the risk of injury and to allow adequate time for students to assimilate skills. For any course instruction day that includes physically challenging training, the following course instruction day can include physical activity, as long as that physical activity is not strenuous or challenging.
- No more than one physical conditioning module can be delivered in a given day.

- Defensive tactics and physical conditioning modules should preferably be presented in blocks of instruction no greater than four (4) hours and two (2) hours, respectively.
- When scheduling defensive tactics and physical conditioning modules containing high physical demands, the abilities and physical characteristics of students should be considered. The goal of the course is to impart skills, which cannot be done if students are physically worn out.

Sequencing Example

For illustrative purposes, two examples are provided below in order to demonstrate the variety of ways the course can be sequenced. These examples do not take into account the hour length of each module or the number of modules that should be taught in one day. The examples are provided only to demonstrate that providers have been given the flexibility to sequence the course in a variety of ways, as long as the sequence follows the hierarchical ordering of the units and modules and the guidelines for integrating the sections.

Example A: Combined Delivery of Unit 4, Unit A, and Unit P	Example B: Combined Delivery of Unit 4, Unit A, and Unit P
<ol style="list-style-type: none"> 1. Module P.1: Physical Conditioning Basics 2. Module A.1: Personal Safety Precautions 3. Module 4.1: Evidence-based Practices 4. Module A.2: Contraband and Evidence 5. Module P.2: Conditioning Exercises 6. Module 4.2: Introduction to Assessment Tools 7. Module 4.3: Interviewing Techniques 8. Module A.3: Searching Persons, Buildings, and Vehicles 9. Module P.3: Conditioning Exercises 10. Module 4.4: Disproportionate Minority Contact 	<ol style="list-style-type: none"> 1. Module 4.1: Evidence-based Practices 2. Module 4.3: Interviewing Techniques 3. Module A.1: Personal Safety Precautions 4. Module P.1: Physical Conditioning Basics 5. Module A.2: Contraband and Evidence 6. Module P.2: Conditioning Exercises 7. Module 4.2: Introduction to Assessment Tools 8. Module 4.4: Disproportionate Minority Contact 9. Module A.3: Searching Persons, Buildings, and Vehicles 10. Module P.3: Conditioning Exercises

The two examples provided above integrate Unit 4 of the general content section with Unit A of the officer safety section, and part of Unit P of the physical conditioning section. It should be noted that while the course was designed to allow for flexibility in delivery, the following sequencing requirements were incorporated in the examples:

- Unit 4 of the general content section can be delivered only after Unit 2 and Unit 3 have been delivered. As noted in the *Course Training Outline*, Modules 4.2, 4.3, and 4.4 can be taught in any order after Module 4.1. However, Unit 5 can only be delivered after all modules within Unit 4 have been delivered.

- Unit A of the officer safety section can only be delivered after Unit 3 is delivered. Unit B can only be delivered after all modules within Unit A have been delivered.
- Unit P of the physical conditioning section can only be delivered after Unit 1. However, Module B.2 of the officer safety section consists of defensive tactics footwork and must therefore be taught before Modules P.4 through P.8, which incorporate this footwork.

Certifying the Core Course

STC will request content information for how each student performance objective will be accomplished during the course in the certification process. STC will provide training to Core providers regarding the changes to the certification process. For assistance in fulfilling these certification requirements, contact the STC Core Course Manager at (916) 322-1145.

Course Training Outline

This section presents an outline, by units and modules, of the PO Core Course. Unit 1 is designated for agency-specific training should a provider wish to include additional subject matter. The minimum module instructional time frames are provided for each unit and their modules. The officer safety section of the course consists of Units A, B, C, and D. The physical conditioning section of the course consists of Unit P. For information on how the units and modules should be sequenced for course delivery, refer to the *Provider and Instructor Guide* section of this manual.

General Content Section

Unit 1 Agency Specific Training

Unit 2 Roles and Responsibilities of the Probation Officer (8 hours)

- Module 2.1 Roles and Responsibilities of the Probation Officer (3 hours)
- Module 2.2 Ethics and the Probation Officer (3 hours)
- Module 2.3 Legal Liability (2 hours)

Unit 3 California Justice System (11 hours)

- Module 3.1 Legal Foundations for Probation (4 hours)
- Module 3.2 Confidentiality and Release of Information (3 hours)
- Module 3.3 Juvenile Justice System and Process (2 hours)
- Module 3.4 Adult Criminal Justice System and Process (2 hours)

Unit 4 Current Trends and Practices (10 hours)

- Module 4.1 Evidence-based Practices (2 hours)
- Module 4.2* Introduction to Assessment Tools (2 hours)
- Module 4.3* Interviewing Techniques (4 hours)
- Module 4.4* Disproportionate Minority Contact (2 hours)

**Modules 4.2, 4.3, and 4.4 can be taught in any order after Module 4.1. However, they must be taught before Unit 5.*

Unit 5 Risk Factors (30 hours)

- Module 5.1* Gangs (6 hours)
- Module 5.2* Family Violence (6 hours)
- Module 5.3* Psychological Problems (4 hours)
- Module 5.4* Substance Abuse (6 hours)
- Module 5.5* Crisis Intervention and Counseling (4 hours)
- Module 5.6* Sex Offender Legal Mandates and Community Management (4 hours)

**Modules 5.1, 5.2, 5.3, 5.4, 5.5, and 5.6 can be taught in any order. However, it is recommended that Module 5.3 be taught before Module 5.5. All Unit 5 modules must be taught before Unit 6.*

Unit 6 Juvenile Detention Decisions (6 Hours)

- Module 6.1 Juvenile Detention Decisions (6 Hours)

Unit 7 Information Gathering (16 Hours)

- Module 7.1 Case Information Gathering: Written Records (4 hours)
- Module 7.2 Restitution, Fines, and Other Payments (4 hours)
- Module 7.3* Interviewing Victims (4 hours)
- Module 7.4* Investigation Interviewing (4 hours)

**Modules 7.3 and 7.4 can be taught in any order after Module 7.2. However, they must be taught before Unit 8.*

Unit 8 Court Reports and Presentations (28 hours)

- Module 8.1 Determinate Sentencing (4 hours)
- Module 8.2 Dispositional Alternatives in Adult Cases (2 hours)
- Module 8.3 Adult Court Reports (8 hours)
- Module 8.4 Dispositional Alternatives in Juvenile Cases (4 hours)
- Module 8.5 Juvenile Court Reports (8 hours)
- Module 8.6 Presentations to the Court and Testifying (2 hours)

Unit 9 Orientation, Case Planning, and Supervision (22 hours)

- Module 9.1 Conducting the Initial Meeting and Interview with a Probationer (8 hours)
- Module 9.2 Establishing Case Goals and Plans (4 hours)
- Module 9.3 Case Plan and Supervision (6 hours)
- Module 9.4 Monitoring for Substance Use (2 hours)
- Module 9.5 Factors in Making Referrals (2 hours)

Unit 10 Supervision Issues (8 Hours)

Module 10.1* Violations of Probation or New Law Violation (3 hours)

Module 10.2* Modifications of Case Plan (4 hours)

Module 10.3* Out of the County Jurisdiction and Interstate Compact (1 hour)

**Modules 10.1, 10.2, and 10.3 can be taught in any order. However, they must be taught before Unit 11.*

Unit 11 Priority Setting (2 hours)

Module 11.1 Priority Setting for Probation Officer Functions (2 hours)

Officer Safety Section

Unit A* Personal Safety (9 hours)

Module A.1 Personal Safety Precautions (2 hours)

Module A.2 Contraband and Evidence (3 hours)

Module A.3 Searching Persons, Buildings, and Vehicles (4 hours)

**Unit A can be taught anytime after Unit 3.*

Unit B Use of Force (19 hours)

Module B.1 Principles of Use of Force (3 hours)

Module B.2 Evasive and Blocking Techniques (4 hours)

Module B.3 Arrest and Control Techniques (12 hours)

Unit C Restraints and Searching (11 hours)

Module C.1 Principles of Use of Restraints (3 hours)

Module C.2 Handcuffing (5 hours)

Module C.3 Searching the Person (3 hours)

Unit D Transportation (1 hour)

Module D.1 Preparation for Transport (1 hour)

Physical Conditioning Section

Unit P	Physical Conditioning (12 hours)
Module P.1	Physical Conditioning Basics (1.5 hours)
Module P.2	Conditioning Exercises (1 hour)
Module P.3	Conditioning Exercises (1 hour)
Module P.4*	Conditioning Exercises (2 hours)
Module P.5*	Conditioning Exercises (2 hours)
Module P.6*	Conditioning Exercises (1.5 hours)
Module P.7*	Conditioning Exercises (1.5 hours)
Module P.8*	Conditioning Exercises (1.5 hours)

**Modules P.4, P.5, P.6, P.7, and P.8 incorporate defensive tactics footwork as a warm-up exercise. Therefore, they can only be delivered after Module B.2, Evasive and Blocking Techniques.*

Testing Time = 3 hours

Certified CPR and First Aid courses must also be completed.

Unit 1: Agency-Specific Training

Agencies that wish to add instructional content to the course that is not included in the prescribed student performance objectives will need to note it properly in the Request for Certification (RFC). Outlined below are the two ways in which agencies should properly note the material in the RFC. The two types of additive course content are Unit 1, Agency-Specific Training, and supplemental course content.

Agency-Specific Training

Unit 1, Agency-Specific Training, is optional and can be used by the agency or provider for the presentation of subject matter that meets a specific need of the target students (e.g., orientation, curriculum overview, and student expectations and responsibilities in core courses, consent decree issues, PC 832, or First Aid/CPR). The agency or provider will need to develop measurable student performance objectives to secure STC approval and certification for this subject matter. This unit would be in addition to the required minimum 196 hours prescribed in the PO Core Course. The agency or provider has the flexibility to present this unit at the start of, at the end of, or throughout the course, dependent upon approval of the rationale presented by the agency or provider.

Agency specific training might include but is not limited to instruction in the following areas: court consent decrees, sexual harassment, transitioning into a new jail, or OC spray use. Student performance objectives must be written for each agency specific training module. Student performance objectives are similar to the objectives listed in the body of this manual. The provider or agency is required to provide objectives for any agency specific training content that has been added to the course. If more than one Unit 1 module will be delivered, the following provides examples of how the modules should be listed in the RFC:

- Module 1.1.1 OC Spray Use
- Module 1.2.1 Special Issues

Supplemental Course Content

Supplemental course content is content that the provider or agency wants to include in the outline of the course but does not want certified by STC. This material might include but is not limited to human resources briefings, Spanish phrases, bomb awareness, or community relations. Student performance objectives for supplemental course content are not required, but having the correct label in the RFC schedule as shown below is necessary. Time devoted to supplemental course material is not included in the 196 hours prescribed for the PO Core Course. The following provides examples of how the supplemental content should be listed in the RFC:

- Spanish Phrases (Supplemental)
- Community Awareness (Supplemental)

Unit 2: Roles and Responsibilities of the Probation Officer

Minimum Unit Instructional Time: 8 hours

Module 2.1 Roles and Responsibilities of the Probation Officer

Minimum Module Instructional Time: 3 hours

Student Performance Objectives:

2.1.1 Student will be able to identify the characteristics of the profession of the probation officer. (MCT)

2.1.2 Student will be able to describe the various roles of a probation officer on a continuum including case management, from rehabilitation to the enforcement of court orders (include mental health, vocational, substance abuse, and educational counseling). (MCT)

Penal Code/Statute/Case Law:

PC: 830, 830.5, 1202.7, 1203, 1203.2, and 1203.71

WIC: 270, 271, and 283

2.1.3 Student will be able to identify the major roles and responsibilities of the probation officer in relationship to the following constituencies: (MCT)

- State of California
- County Board of Supervisors
- County Judicial System
- Community/Public, Victims
- Probationers (and their family members)
- Other Probation Personnel
- Service Providers
- Education System Representatives
- Other Agencies in the Justice System

2.1.4 Student will be able to identify the major roles and relationships of the probation officer to the following components of the justice system: (MCT)

- Legislature
- County Board of Supervisors
- Court Systems (e.g., superior, municipal, appellate)
- Court Clerk
- District Attorney's Office
- Defense Attorney
- Police and Sheriff's Departments
- Department of Corrections and Rehabilitation
- Community Agencies

- Judge, Referee, Commissioner, Pro Tem, etc.
- State Judicial Council
- Juvenile Court
- Juvenile Justice Commission
- Delinquency Prevention Commission
- Parents
- Juvenile Hall/Juvenile Institutions

Penal Code/Statute/Case Law:

PC: 1203, 1228-1233.8

WIC: 225-236

2.1.5 Student will be able to identify the responsibilities of the probation officer in providing assistance in police investigations. (MCT)

2.1.6 Student will be able to describe the importance for probation departments and law enforcement agencies to cooperate. (MCT)

2.1.7 Student will be able to identify role of probation in early intervention programs to prevent crime. (MCT)

2.1.8 Student will be able to describe probation's role in working with community stakeholders to reduce crime and recidivism. (MCT)

2.1.9 Student will be able to describe the purpose of a Student Attendance Review Board. (MCT)

Penal Code/Statute/Case Law:

EDU: 48320

2.1.10 Student will be able to explain probation's role with regard to the Student Attendance Review Board. (MCT)

2.1.11 Student will be able to explain how criminal trends or new legal issues prompt the development of new crime prevention programs. (MCT)

Core tasks related to the job:

This module is prerequisite to most core tasks performed by POs and is also related to the following core tasks:

- Serve on School Attendance Review Board.
- Give presentation to schools, community agencies, and civic groups.
- Represent probation department perspective with other agencies (e.g., social service, mental health, public schools).
- At the request of parents or others, speak with at-risk juvenile about their concerns or problems.
- Contact individuals who can provide employment for probationers to develop or maintain continuing working relationships.
- Design and develop special programs (e.g., victims' programs).
- Review terms and conditions of probation with police agency in probationer's area of residence.
- "Pull" files and gather paperwork to be forwarded to others.
- Gather data for statistical reports (e.g., caseload count and composition).
- Assist with special projects, studies, and investigations ordered by the court.
- Represent in joint operations with other law enforcement/corrections agencies (e.g., gang task force).
- Develop and design new community resources to meet probationer needs.
- Update program and resource information.
- Give assignments and/or instruction to other probation officers, probation assistants, aides, other probation department personnel, students, or volunteers.

Module 2.2 Ethics and the Probation Officer

Minimum Module Instructional Time: 3 hours

Student Performance Objectives:

- 2.2.1 Student will be able to describe why probation/peace officers should exemplify the highest ethical moral standards on and off duty. (MCT)

Penal Code/Statute/Case Law:

California Government Code Chapter 3300-3312
(Peace Officer Bill of Rights)

- 2.2.2 Student will be able to describe the potential consequences for failing to uphold a high ethical standard. (MCT)

- 2.2.3 Student will be able to describe the potential negative effects when a probation officer violates the law and/or departmental policies and procedures. (MCT)

Penal Code/Statute/Case Law:

California Government Code Chapter 3300-3312
(Peace Officer Bill of Rights)

- 2.2.4 Student will be able to identify the appropriate action to take when made aware of unethical and/or criminal conduct of other probation officers, correctional professionals, or others. (MCT)

Penal Code/Statute/Case Law:

California Government Code Chapter 3300-3312
(Peace Officer Bill of Rights)

Core tasks related to the job:

This module is prerequisite to most core tasks performed by POs.

Module 2.3 Legal Liability

Minimum Module Instructional Time: 2 hours

Student Performance Objectives:

- 2.3.1 Student will be able to identify the elements of civil liability law as they relate to the probation officer and probation department. (MCT)
- 2.3.2 Student will be able to identify elements of negligence as they pertain to the probation officer and probation department. (MCT)
- 2.3.3 Given various scenarios, the student will be able to identify situations where a duty to inform exists. (MCT)

Penal Code/Statute/Case Law:

Tarasoff v. Regents of the University of California, 17 Cal. 3d 425, 551 P.2d 334, 131 Cal. Rptr. 14 (Cal. 1976)

Thompson v. County of Alameda, 27 Cal. 3d 741, 167 Cal. Rptr. 70, 614 P.2d 728 (1980)

Core tasks related to the job:

This module is related to the following core tasks:

- Maintain current knowledge of areas of personal, agency, or county legal liability (e.g., attend training, read legal memos).
- Notify anyone who is the specific object of threats by a probationer.

Unit 3: California Justice System
Minimum Unit Instructional Time: 11 hours

Module 3.1 Legal Foundations for Probation

Minimum Module Instructional Time: 4 hours

Student Performance Objectives:

- 3.1.1 Student will be able to identify the primary purpose and scope of application of each major legal reference or source that impacts the work of a probation officer (e.g., codes, statutes, relevant case law, and ROC). (MCT)

Method/Tool Used on the Job:

PC, WIC, and ROC as reference

- 3.1.2 Student will be able to identify the main code sections contained within the California Penal Code. (MCT)

Method/Tool Used on the Job:

PC, WIC, H&S, ROC, statutes, and relevant case law

- 3.1.3 Student will be able to identify the methods of determining the history and status of relevant codes. (MCT)

Method/Tool Used on the Job:

PC, WIC, H&S, and ROC

- 3.1.4 Using codes for reference, the student will be able to identify and define the legal terminology used in the juvenile justice system. (MCT)

Penal Code/Statute/Case Law: *Method/Tool Used on the Job:*

WIC: 200, 300, 601, and 602. PC, WIC, and ROC as reference

- 3.1.5 Using codes for reference, the student will be able to identify and define legal terminology used in the adult criminal justice system. (MCT)

Penal Code/Statute/Case Law: *Method/Tool Used on the Job:*

ROC: 4.4 and 4.5 PC, WIC, and ROC as reference

- 3.1.6 Student will be able to define infractions, misdemeanors, and felonies including their associated penalties. (MCT)

Penal Code/Statute/Case Law: *Method/Tool Used on the Job:*

PC: 17 and 18 PC

- 3.1.7 Provided with a list of various crimes, using the codes for reference, the student will be able to identify the specific penalties for each crime. (WST #1)

- 3.1.8 Student will be able to identify who is legally capable of committing a crime. (MCT)

Penal Code/Statute/Case Law:

PC: 26, 664,

ROC: 4.130

re Gladys R., 1 Cal.3d 855, 464 P.2d 127, 83 Cal. Rptr. 671 (1970)

- 3.1.9 Student will be able to describe the purpose and composition of the Judicial Council. (MCT)

Core tasks related to the job:

This module is prerequisite to most core tasks performed by POs.

Module 3.2 Confidentiality and Release of Information

Minimum Module Instructional Time: 3 hours

Student Performance Objectives:

- 3.2.1 Student will be able to identify the legal requirements related to confidentiality and release of information. (MCT)

Penal Code/Statute/Case Law:

HIPAA

C.O.R.I. laws

WIC: 389 , 781, 827, 828

T.N.G. v. Superior Court (1971) 4

Cal.3d 767 (TNG order)

- 3.2.2 Student will be able to explain the possible consequences of failing to maintain confidentiality or improperly releasing information about a case. (MCT)

- 3.2.3 Student will be able to identify the difference in the concepts of “Need to Know” and “Right to Know.” (MCT)

- 3.2.4 Student will be able to list the methods for confirming the identity of a person authorized to receive information. (MCT)

- 3.2.5 Student will be able to identify the types of information that can be shared with the public, media, attorneys, law enforcement agencies, and organizations. (MCT)

Penal Code/Statute/Case Law:

PC: 11075, 11076, and 1203.10

WIC: 826, 827, 828

- 3.2.6 Student will be able to identify the local, state, and national information systems directly accessible to probation officers. (MCT)

Penal Code/Statute/Case Law:

PC: 11140-11143

WIC: 827

Method/Tool Used on the Job:

CLETS, CJIS, NLETS, NCIC, and DMV

- 3.2.7 Student will be able to identify the state laws and policies pertaining to verifying and disseminating telecommunication information. (MCT)

- 3.2.8 Student will be able to identify the time frame an adult court report is available to the public. (MCT)

- 3.2.9 Given a sample scenario in which a duty to inform exists, the student will be able to identify confidential information. (WST #2)

Penal Code/Statute/Case Law:

Tarasoff v. Regents of the University of California, 17 Cal. 3d 425, 551 P.2d 334, 131 Cal. Rptr. 14 (Cal. 1976).

Thompson v. County of Alameda, 27 Cal. 3d 741, 167 Cal. Rptr. 70, 614 P.2d 728 (1980).

- 3.2.10 Student will be able to identify the types of information for which a release must be obtained. (MCT)

- 3.2.11 Student will be able to explain the procedures and limits of authority established by release of information forms. (MCT)

Penal Code/Statute/Case Law:

PC: 1543

Health Insurance Portability and Accountability Act (HIPAA) of 1996 (P.L.104-191)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99)

- 3.2.12 Student will be to explain the different types of information that can be obtained from health and education agencies. (MCT)

Penal Code/Statute/Case Law:

Education Code: 49076

Core tasks related to the job:

This module is related to the following core tasks:

- Inform police department of law violations by probationer.
- Notify anyone who is the specific object of threats by a probationer.
- Notify victim, as required by law, when probationer is released.
- Discuss circumstances of the charge against juvenile with arresting officer.
- Check juvenile's prior arrest record and/or police contacts.

- Contact law enforcement agencies in other jurisdictions to uncover any previous trouble and/or learn the disposition of prior arrests (including ICE and federal agencies).
- Appear in court and answer questions about case.
- Respond to calls and/or correspondence requesting information about probationer.
- Respond to general questions from citizens in person, over the telephone, or in writing.
- Refers calls from media to agency Public Information Officer (PIO) or designated contact person, and/or alert PIO to sensitive issues.

Module 3.3 Juvenile Justice System and Process

Minimum Module Instructional Time: 2 hours

Student Performance Objectives:

- 3.3.1 Student will be able to identify the major steps in the juvenile justice system from custody to disposition. (MCT)

Penal Code/Statute/Case Law:

WIC: 600s and 700s.

- 3.3.2 Student will be able to identify the major categories of minors in the juvenile justice system. (MCT)

Penal Code/Statute/Case Law:

WIC: 601, 602, 654, 654.2, 725, 725.5, and 790.

- 3.3.3 Student will be able to define the major types of dispositions in juvenile cases. (MCT)

Penal Code/Statute/Case Law:

WIC: 602, 654, 654.2, 725a, 725.5, 737, and 790.

- 3.3.4 Student will be able to identify the major historical milestones in the development of the juvenile justice system in the United States and in the State of California. (MCT)

- 3.3.5 Student will be able to identify the major trends in the juvenile justice system in the United States and in the State of California. (MCT)

Penal Code/Statute/Case Law:

SB 81

Method/Tool Used on the Job:

evidence-based practices, assessment tools, and wrap-around services

Core tasks related to the job:

This module is prerequisite to most core tasks performed by POs.

Module 3.4 Adult Criminal Justice System and Process

Minimum Module Instructional Time: 2 hours

Student Performance Objectives:

- 3.4.1 Student will be able to identify the major steps in the adult criminal justice system from arrest to sentencing. (MCT)

Penal Code/Statute/Case Law:

PC: 1100-1210, 859b, and 4019

- 3.4.2 Student will be able to identify the major types of disposition in adult cases. (MCT)

Penal Code/Statute/Case Law:

PC: 1000, 1168, 1170, 1202-1203, and 1210

ROC: 4.411

- 3.4.3 Student will be able to describe the roles of the District Attorney, probation officers, defense counsel, and court in the plea negotiation process. (MCT)

Penal Code/Statute/Case Law:

PC: 1192

Method/Tool Used on the Job:

plea form

- 3.4.4 Student will be able to describe the process by which pleas are negotiated and entered. (MCT)

Penal Code/Statute/Case Law:

PC: 1192

Method/Tool Used on the Job:

plea form

- 3.4.5 Student will be able to identify the major historical milestones in the development of the adult criminal justice system in the United States and in the State of California. (MCT)

- 3.4.6 Student will be able to identify the major trends in the adult criminal justice system in the US and in the State of California. (MCT)

Penal Code/Statute/Case Law:

SB 678

Method/Tool Used on the Job:

evidence-based practices, assessment tools, wrap-around services

Core tasks related to the job:

This module is prerequisite to most core tasks performed by POs.

Unit 4: Current Trends and Practices
Minimum Unit Instructional Time: 10 hours

Module 4.1 Evidence-based Practices

Minimum Module Instructional Time: 2 hours

Student Performance Objectives:

- 4.1.1 Student will be able to identify and define the principles of evidence-based practices. (MCT)
- 4.1.2 Student will be able to describe the importance of evidence-based practices and programs. (MCT)
- 4.1.3 Student will be able to describe external influences on evidence-based practices. (MCT)
- 4.1.4 Student will be able to describe the importance of ensuring program fidelity. (MCT)
- 4.1.5 Student will be able to describe the importance of accurate data collection for performance measures, program evaluation, and offender outcomes. (MCT)
- 4.1.6 Student will be able to describe the evolution of evidence-based practices. (MCT)
- 4.1.7 Student will be able to describe recent trends in evidence-based practices. (MCT)

Method/Tool Used on the Job:

Motivational Interviewing

Cognitive Behavioral Therapy

Social Learning Theory Intervention Principles

Principles of Effective Interventions (NIC)

Core tasks related to the job:

This module is prerequisite to most core tasks performed by POs.

Module 4.2 Introduction to Assessment Tools

Minimum Module Instructional Time: 2 hours

Note to instructor: This module is intended to provide an introduction of assessment tools as preparation for subsequent modules that will address how various assessments are completed and used by POs.

Student Performance Objectives:

- 4.2.1 Student will be able to identify what assessment tools are and how they are used in probation. (MCT)
- 4.2.2 Student will be able to identify why it is important that an assessment tool has been validated. (MCT)
- 4.2.3 Student will be able to define a needs assessment. (MCT)
- 4.2.4 Student will be able to define a risk assessment. (MCT)
- 4.2.5 Student will be able to describe the difference between need and risk factors and their use in assessment tools. (MCT)

Core tasks related to the job:

This module is related to the following core tasks:

- Use professionally-accepted assessment tools (e.g., Static 99, JSORRAT, etc.).

Module 4.3 Interviewing Techniques

Minimum Module Instructional Time: 4 hours

Note to instructor: This module is intended to provide an introduction to interviewing techniques. Students will demonstrate interviewing techniques in subsequent modules of the course.

Student Performance Objectives:

- 4.3.1 Student will be able to describe the various interviewing techniques and skills used by probation officers. (MCT)

Method/Tool Used on the Job:

Motivational Interviewing

Cognitive Behavioral Interviewing

- 4.3.2 Given a simulated interview, the student will be able to identify interviewing techniques and skills. (WST #3)

Core tasks related to the job:

This module is related to the following core tasks:

- Conduct intake or pre-plea/pre-sentence interview with adult or juvenile.
- Interview juvenile/adult and co-defendants to get their description of the offense and background information.
- Interview probationer to assess his/her needs.
- Interview probationer to assess the risk he/she poses to the community.
- Interview parent or other adult associated with the juvenile (school, victim, witness, etc.) to obtain background information and information about the offense.
- Interview spouse, employer, victim, and/or others to verify information provided by defendant, gather additional information about the likelihood that the defendant will appear in court, and the potential hazard to the community if defendant is released.

- Interview members of juvenile's/adult's immediate family, other relatives, neighbors, employers, school officials, character references, and others about the social, educational, and work histories, and adjustments of the juvenile/adult.
- Interview witnesses to get their description of the offense.
- Interview persons in the criminal justice system (e.g., arresting officer, District Attorney, defense attorney) to get their statements.

Module 4.4 Disproportionate Minority Contact

Minimum Module Instructional Time: 2 hours

Student Performance Objectives:

- 4.4.1 Student will be able to define disproportionate minority contact. (MCT)

Penal Code/Statute/Case Law:

Juvenile Justice Delinquency Prevention Act of 1992 and 2002

- 4.4.2 Student will be able to describe how cultural awareness can impact disproportionate minority contact. (MCT)

- 4.4.3 Student will be able to describe how probation officers can reduce disproportionate minority contact. (MCT)

- 4.4.4 Student will be able to describe the societal benefits of reducing disproportionate minority contact. (MCT)

- 4.4.5 Student will be able to describe how the use of targeted interventions can reduce disproportionate minority contact. (MCT)

Core tasks related to the job:

This module is prerequisite to most core tasks performed by POs.

Unit 5: Risk Factors
Minimum Unit Instructional Time: 28 hours

Module 5.1 Gangs

Minimum Module Instructional Time: 6 hours

Student Performance Objectives:

- 5.1.1 Student will be able to explain the history of gangs. (MCT)
- 5.1.2 Student will be able to describe the gang culture, current trends, and issues. (MCT)
- 5.1.3 Student will be able to explain processes that gangs or other subcultures use in the recruitment of members, and in controlling the behavior of others. (MCT)
- 5.1.4 Student will be able to list markings and/or symbols that identify gang affiliation (e.g., scars, marks, tattoos, graffiti, and symbols). (MCT)
- 5.1.5 Student will be able to describe the characteristics of local street gangs. (MCT)
- 5.1.6 Student will be able to describe the relationship between local street gangs, prison gangs, and national and international gangs. (MCT)
- 5.1.7 Student will be able to categorize the various levels of gang involvement. (MCT)
- 5.1.8 Student will be able to identify the risk factors involved in recidivism of an individual with gang affiliation. (MCT)
- 5.1.9 Student will be able to describe programs and services that are effective for assisting individuals with gang affiliation. (MCT)
- 5.1.10 Student will be able to identify the criteria listed in the Penal Code that is required to identify an individual as a gang member. (MCT)

<i>Penal Code/Statute/Case Law:</i> PC: 186	<i>Method/Tool Used on the Job:</i> dispositional reports, crime reports, associate's criminal history, registration form
--	--
- 5.1.11 Student will be able to explain how photographs are used to determine gang affiliation. (MCT)

- 5.1.12 Student will be able to list different resources from which to obtain photographs to be used in the determination of gang affiliation. (MCT)

Method/Tool Used on the Job:

gang bulletins, local law enforcement information systems, jail, prison, juvenile hall, and social networking sites

- 5.1.13 Student will be able to articulate special considerations for photographing suspected gang members, including photographing individuals of the opposite sex. (MCT)

- 5.1.14 Student will be able to identify guidelines and principles for interacting with suspected gang members. (MCT)

- 5.1.15 Student will be able to describe techniques for interviewing an individual with gang affiliation. (MCT)

- 5.1.16 Student will be able to identify the key things to observe or question during an interview with a gang-affiliated individual, using items in a risk and needs assessment system. (MCT)

- 5.1.17 In a simulated interview, the student will be able to demonstrate appropriate interviewing skills for interviewing gang members. (BST #1)

Method/Tool Used on the Job:

Motivational Interviewing

Core tasks related to the job:

This module is related to the following core tasks:

- Photograph probationer.
- Interview probationer to assess his/her needs.
- Interview probationer to assess the risk he/she poses to the community.
- Discuss circumstances of the charge against juvenile with arresting officer.
- Check juvenile's prior arrest record and/or police contacts.
- Contact law enforcement agencies in other jurisdictions to uncover any previous trouble and/or to learn the disposition of prior arrests (including ICE and federal agencies).
- Use professionally-accepted assessment tools (e.g., Static 99, JSORRAT, etc.).

Module 5.2 Family Violence

Minimum Module Instructional Time: 6 hours

Student Performance Objectives:

Domestic Violence

- 5.2.1 Student will be able to define a domestic violence victim. (MCT)
Penal Code/Statute/Case Law:
Family Code: 6211
- 5.2.2 Student will be able to define the cycle of violence. (MCT)
- 5.2.3 Given a list of symptoms and behaviors, the student will be able to identify those that may be indicative of domestic violence. (MCT)
- 5.2.4 Student will be able to identify the probation officer's role regarding domestic violence. (MCT)
- 5.2.5 Student will be able to identify the legal obligations of the probation officer to report/notify, in regards to potential domestic violence. (MCT)
Penal Code/Statute/Case Law:
Tarasoff v. Regents of the University of California, 17 Cal. 3d 425, 551 P.2d 334, 131 Cal. Rptr. 14 (Cal. 1976).
Thompson v. County of Alameda, 27 Cal. 3d 741, 167 Cal. Rptr. 70, 614 P.2d 728 (1980).
- 5.2.6 Student will be able to list the legal consequences of being convicted of domestic violence. (MCT)
Penal Code/Statute/Case Law:
PC: 1203.097

Child Abuse

- 5.2.7 Given a list of symptoms and behaviors, the student will be able to identify those that may be indicative of child abuse and/or neglect. (MCT)
Penal Code/Statute/Case Law:
PC: 273a
- 5.2.8 Student will be able to identify factors that put a child at increased risk of being abused and/or neglected. (MCT)

- 5.2.9 Student will be able to identify the legal obligations of the probation officer to report potential child abuse. (MCT)

<i>Penal Code/Statute/Case Law:</i>	<i>Method/Tool Used on the Job:</i>
PC: 11165.1-11165.7, 11165.9, and 11166	Suspected Child Abuse Report (SCAR), CPS report, and CPS Reporting System

- 5.2.10 Given a scenario, the student will be able to complete a suspected child abuse report. (WST #4)

<i>Penal Code/Statute/Case Law:</i>	<i>Method/Tool Used on the Job:</i>
PC: 11166	Mandated reporting forms and local CPS contact information

Elder Abuse

- 5.2.11 Given a list of symptoms and behaviors, the student will be able to identify those that may be indicative of elder abuse. (MCT)

Penal Code/Statute/Case Law:
PC: 368, 11174.4

- 5.2.12 Student will be able to identify the legal obligations of the probation officer to report potential elder abuse. (MCT)

<i>Penal Code/Statute/Case Law:</i>	<i>Method/Tool Used on the Job:</i>
WIC: 15630 and 15633	Adult Protective Services Law Enforcement Contact Mandated Reporting Form

- 5.2.13 Given a scenario, the student will be able to complete a suspected elder abuse report. (WST #5)

Assessment

- 5.2.14 Given a scenario, the student will be able to demonstrate how to use risk and needs assessments tools for domestic abuse or child abuse. (WST #6)

Method/Tool Used on the Job:
SARA (Spousal Assault Risk Assessment Guide)

- 5.2.15 Student will be able to describe the legal obligations of the probation officer regarding the lethality assessment. (MCT)

<i>Penal Code/Statute/Case Law:</i>	<i>Method/Tool Used on the Job:</i>
PC: 1203.097	Lethality Checklist

- 5.2.16 In a simulated interview, the student will be able to demonstrate interview skills with a probationer, or his/her family, to obtain information regarding domestic violence, child abuse, and elder abuse. (BST #2)

Method/Tool Used on the Job:

Motivational Interviewing

Referrals

- 5.2.17 Student will be able to list domestic violence, child abuse, or elder abuse resources that may be available within the community. (MCT)

Penal Code/Statute/Case Law:

Conservatorship

HIPAA

Method/Tool Used on the Job:

Community Resource Manual; 211

Hotline; Domestic Violence (DV)

providers; DA Victim's Advocate

Program; victim services.

Core tasks related to the job:

This module is related to the following core tasks:

- Photograph any injuries or bruises in cases of suspected child abuse.
- Assess and refer complaints of child neglect/abuse and file appropriate notifications under the law.
- Refer members of probationer's family, victim(s), or others to counseling and/or other appropriate program or agency.
- Refer complaints of suspected elder abuse and file appropriate notifications under the law.
- Refer complaints of suspected domestic violence to proper agencies for assistance.
- Check for physical signs of drug or alcohol abuse by probationer.
- Use professionally-accepted assessment tools (e.g., Static 99, JSORRAT, etc.).

Module 5.3 Psychological Problems

Minimum Module Instructional Time: 4 hours

Student Performance Objectives:

- 5.3.1 Student will be able to identify the various psychological problems, including their symptoms and indicators, probation officers may encounter. (MCT)

Method/Tool Used on the Job:

DSM-IV TR

- 5.3.2 Student will be able to identify the various sources (therapist, probation officers, other professionals, case file etc.) that may provide information about the probationer's psychological problems. (MCT)

Penal Code/Statute/Case Law:

WIC: 827

C.O.R.I. laws

HIPAA

- 5.3.3 Student will be able to identify the key things to observe or question during an interview with a client in order to identify predictors of psychological problems. (MCT)

Method/Tool Used on the Job:

local risk and needs assessment

JV 220 for wards in placement

- 5.3.4 Given a simulated document of a probationer's background, the student will be able to identify indicators of psychological problems. (MCT)

Penal Code/Statute/Case Law:

WIC: 636.1

Method/Tool Used on the Job:

Case file, Interviewing techniques, Proxy

Risk Assessment; Static 99; JSORRAT,

DSM-IV TR, PDR, MAYSI, and COMPAS-

Youth

- 5.3.5 Student will be able to identify various risk and needs assessments available for psychological problems. (MCT)

Penal Code/Statute/Case Law:

Division 31 Regulations

Title IV-E

WIC: 711

Method/Tool Used on the Job:

MAYSI/COMPAS-Youth RT, -

PACT, MAYSI-2, STRONG

- 5.3.6 Student will be able to list mental health resources that may be available in the community to the probationer. (MCT)

Method/Tool Used on the Job:

12-Step programs; cognitive behavioral therapy; sex offender treatment; day reporting centers; psychotropic medicine monitoring, and Medi-Cal

Core tasks related to the job:

This module is related to the following core tasks:

- Interview probationer to assess his/her needs.
- Interview probationer to assess the risk he/she poses to the community.
- Use professionally-accepted assessment tools (e.g., Static 99, JSORRAT, etc.).
- Contact treatment programs, other probation officers, or parole officers to get information on their experience with the juvenile/adult.
- Review probationer's file to become familiar with the nature of the offense, prior record and individual's social, educational, and employment history.
- Review psychological, achievement, intelligence, aptitude, or interest test data for probationer for inclusion in court reports or other agencies.
- Identify treatment, educational, employment, or other program (e.g., alcohol, drug, or counseling treatment program) which will meet the needs of the probationer, his/her family, or others.

Module 5.4 Substance Abuse

Minimum Module Instructional Time: 6 hours

Student Performance Objectives:

- 5.4.1 Student will be able to list the various substances that may be abused by a probationer. (MCT)
- 5.4.2 Student will be able to identify various drugs and drug paraphernalia. (MCT)
Method/Tool Used on the Job:
streetdrugs.org
- 5.4.3 Given a class of substance abuse, the student will be able to identify signs and symptoms likely to be displayed by the abuser. (MCT)
Method/Tool Used on the Job:
Drug Abuse Recognition (DAR) Tools
- 5.4.4 Student will be able to describe typical signs and symptoms of being under the influence of a substance that can also be attributed to medical problems. (MCT)
- 5.4.5 Given a description of a probationer's behavior and appearance, the student will be able to generate an opinion regarding the likelihood of substance abuse and the class of drug involved. (MCT)
- 5.4.6 Student will be able to describe current state and local drug trends. (MCT)
- 5.4.7 Given a simulated document of a probationer's background, the student will be able to analyze the probationer's substance use history and identify the key things to observe or question during an interview. (WST #7)
- 5.4.8 In a simulated interview with a probationer, the student will be able to obtain the substance abuse history and assess the needs of the probationer. (BST #3)
Method/Tool Used on the Job:
Motivational Interviewing
Adolescent Alcohol and Drug Involvement Scale (AADIS)

- 5.4.9 Student will be able to identify various risk and needs assessments available for substance abuse problems. (MCT)

Method/Tool Used on the Job:

MAYSI; COMPAS-Youth; Proxy Risk Assessment, and STRONG assessments.com

- 5.4.10 Student will be able to list substance abuse resources that may be available to the probationer. (MCT)

Method/Tool Used on the Job:

211 Hotline

Core tasks related to the job:

This module is related to the following core tasks:

- Check juvenile for signs of injury or intoxication, determine whether juvenile/probationer has medical needs, and arrange for administration of medication or physician's attention when needed.
- Interview probationer to assess his/her needs.
- Check for physical signs of drug or alcohol abuse by probationer.
- Use professionally-accepted assessment tools (e.g., Static 99, JSORRAT, etc.).

Module 5.5 Crisis Intervention and Counseling

Minimum Module Instructional Time: 4 hours

Student Performance Objectives:

5.5.1 Student will be able to explain the importance of listening and responding to probationer's questions. (MCT)

5.5.2 Student will be able to describe counseling techniques used by probation officers. (MCT)

Method/Tool Used on the Job:

Cognitive behavioral therapy, behavioral modification, and ART

5.5.3 Given a description of a crisis situation where one or more persons is emotionally upset, the student will be able to identify appropriate responses by the probation officer. (MCT)

Method/Tool Used on the Job:

TACT (Tone, Atmosphere, Communication, Time)

5.5.4 Given a description of a suicide threat, the student will be able to identify appropriate responses by the probation officer. (MCT)

Penal Code/Statute/Case Law:

WIC: 5150, 5157, 5250; and 5300

5.5.5 In a simulated interview between a client and a probation officer, the student will be able to identify and demonstrate the appropriate counseling technique for the situation. (BST #4)

Core tasks related to the job:

- Individually counsel probationer, probationer's family members, or others about personal problems (e.g., substance abuse, family issues, financial).
- Observe probationers in group and individual activity, and provide advice and counseling to foster behavioral modification.
- Conduct vocational or job counseling sessions with probationer.
- Conduct family counseling sessions.
- Lead group counseling or discussion session with clients.

- Advise victims of services available (e.g., counseling).
- Refer members of probationer's family, victim(s), or others to counseling and/or other appropriate program agency.
- Verbally intervene in potentially violent interpersonal situations.
- Assist probationers or other individuals experiencing personal crisis.

Module 5.6 Sex Offender Legal Mandates and Community Management

Minimum Module Instructional Time: 4 hours

- 5.6.1 Student will be able to identify legal requirements for an investigator regarding adult or juvenile sex offenders. (MCT)

<i>Penal Code/Statute/Case Law:</i>	<i>Method/Tool Used on the Job:</i>
PC: 290 et seq., Sex Offender Punishment, Control and Containment Act of 2006 (PC: 290.04, 290.05, 290.06, & 1203(b)(2)(C))	JSORRAT, STATIC 99, psychological/psychiatric reports

- 5.6.2 Student will be able to identify legal mandates for the supervision of a sex offender who is granted formal probation. (MCT)

<i>Penal Code/Statute/Case Law:</i>	<i>Method/Tool Used on the Job:</i>
PC: 290 et seq., Sex Offender Punishment, Control and Containment Act of 2006 (PC: 290.04, 290.05, 290.06, & 1203(b)(2)(C))	JSORRAT, STATIC 99, psychological/psychiatric reports, treatment updates, polygraph reports, the California Sex Offender Management Board

- 5.6.3 Student will be able to identify crimes that are considered a sex offense and specify registration requirements for sex offenders. (MCT)

<i>Penal Code/Statute/Case Law:</i>	<i>Method/Tool Used on the Job:</i>
PC: 288(a), 290 et seq.	Sex Offender Registration Forms

- 5.6.4 Student will be able to identify special considerations in assessing and managing sex offender cases. (MCT)

<i>Penal Code/Statute/Case Law:</i>	<i>Method/Tool Used on the Job:</i>
PC: 288, 290 et seq. Chelsea's Law	JSORRAT, STATIC 99

Core tasks related to the job:

This module is related to the following core tasks:

- Interview probationer to assess the risk he/she poses to the community.
- Use professionally-accepted assessment tools (e.g., Static 99, JSORRAT, etc.).
- Contact treatment programs, other probation officers, or parole officers to get information on their experience with the juvenile/adult.
- Review probationer's file to become familiar with the nature of the offense, prior record and individual's social, educational, and employment history.

- Review psychological, achievement, intelligence, aptitude, or interest test data for probationer for inclusion in court reports or other agencies.
- Identify treatment, educational employment or other program (e.g., alcohol, drug, or counseling treatment program) which will meet the needs of the probationer, his/her family, or others.

Unit 6: Juvenile Detention Decisions
Minimum Unit Instructional Time: 6 hours

Module 6.1 Juvenile Detention Decisions

Minimum Module Instructional Time: 6 hours

Student Performance Objectives:

- 6.1.1 Student will be able to define the roles of law enforcement and probation when a minor is taken into custody. (MCT)

Penal Code/Statute/Case Law:

WIC: 625, 626, 627, 627.5, and 628

- 6.1.2 Student will be able to identify when a juvenile must be advised of his/her constitutional rights. (MCT)

Penal Code/Statute/Case Law:

WIC: 627.5

- 6.1.3 Given a sample case description, student will be able to classify the case as a violation of WIC section 300, 601, or 602. (MCT)

- 6.1.4 Student will be able to define a status offense. (MCT)

Penal Code/Statute/Case Law:

WIC: 601

- 6.1.5 Student will be able to explain the procedure for handling a status offense case. (MCT)

Penal Code/Statute/Case Law:

WIC: 630

- 6.1.6 Student will be able to identify key factors relating to the decision to release the minor, and to whom the minor should be released. (MCT)

Penal Code/Statute/Case Law:

WIC: 625, 626, 627, 627.5, and 628

Method/Tool Used on the Job:

CORI, motivational/ investigative interviewing

- 6.1.7 Given a sample police report on a juvenile taken into custody under WIC Section 602, the student will be able to generate a list of appropriate questions or points of information to cover with the juvenile, his/her parents, etc. (WST #8)
- 6.1.8 Given a list of juvenile offenses, student will be able to describe detention options and the information required to make a detention decision. (MCT)
Penal Code/Statute/Case Law:
WIC: 202, 208.5, 300, 601, 628, 654
- 6.1.9 Student will be able to identify what options are available as an alternative to custody. (MCT)
- 6.1.10 Student will be able to demonstrate the proper use of an assessment tool in making detention decisions, including when it is appropriate to override an assessment score. (WST #9)
Method/Tool Used on the Job:
Detention Risk Assessment Instrument (DRAI).
- 6.1.11 Given a scenario, the student will be able to determine whether to detain or release a minor. (MCT)
Penal Code/Statute/Case Law:
WIC: 628
- 6.1.12 Given a simulated scenario, student will be able to generate a report documenting and supporting their decision for filing a petition or handling informally. (WST #10)
Penal Code/Statute/Case Law:
WIC: 628
- 6.1.13 Student will be able to identify the statutory responsibility to notify the victim and parent of the minor's custody status and next court hearing. (MCT)
Penal Code/Statute/Case Law:
WIC: 628

6.1.14 Student will be able to identify the liability for failing to comply with medical clearance procedures. (MCT)

6.1.15 Given a sample case file, student will be able to identify the time frame in which a detention hearing must be held. (MCT)

Penal Code/Statute/Case Law:

WIC: 630, and 631

Core tasks related to the job:

This module is related to the following core tasks:

- Advise minor of constitutional rights (e.g., right to make phone calls) upon booking in Juvenile Hall.
- Contact parent, guardian, or responsible relative to notify them that the juvenile is in custody.
- Contact law enforcement, other correctional agencies, or other probation officers who may have an interest in the juvenile, and advise that the juvenile is in custody.
- Check juvenile for signs of injury or intoxication, determine whether juvenile/probationer has medical needs, and arrange for administration of medication or physician's attention when needed.
- Advise juvenile status offender (601) or law violator (602) of his/her constitutional rights or Miranda warnings, and ensure juvenile understands rights.
- Verify that referring agency has notified parent of minor's arrest.
- Advise minor and parents of right to counsel and process of obtaining public defender or private attorney.
- Counsel juvenile who will be released without further action.
- Initiate search to locate missing parents.
- Locate crisis home-placement for delinquent child (602) who is taken into temporary custody.
- Decide whether to hold in appropriate facility or release juvenile (300, 601, or 602).
- Review booking sheet for juvenile.
- Check juvenile's prior arrest record and/or police contacts.
- Discuss case with District Attorney to determine whether there is sufficient evidence to file charges and whether seriousness of the offense warrants filing.
- Decide whether to close the case, release the juvenile on promise to appear in court, handle informally, or detain.
- Schedule detention hearing.

- Inform all relevant parties (e.g., juvenile, parent, attorney) of date of detention hearing; ensure juvenile and parent agree to appear at hearing.
- At detention hearing, present recommendation to detain or release juvenile and recommendation as to how case should be handled.
- Prepare necessary paperwork for District Attorney to use in filing Juvenile Court petition in law violation cases.
- Recommend for or against release on own recognizance or reduction in bail, and state rationale for recommendation.
- Prepare report giving recommendation to detain or release juvenile and rationale for recommendation.
- Use professionally-accepted assessment tools (e.g., Static 99, JSORRAT, etc).

Unit 7: Information Gathering
Minimum Unit Instructional Time: 16 hours

Module 7.1 Case Information Gathering: Written Records

Minimum Module Instructional Time: 4 hours

Student Performance Objectives:

- 7.1.1 Student will be able to identify what information is collected during an investigation to determine recommendations for probation and sentencing. (MCT)

Penal Code/Statute/Case Law:

PC: 1203

WIC: 653, 654, 725, 790, 727

- 7.1.2 Student will be able to list the types of written records used to investigate an adult or juvenile case. (MCT)

- 7.1.3 Student will be able to list different information sources for records checks. (MCT)

Method/Tool Used on the Job:

reports, CLETS, NCIC, CALGANGS, local information system

- 7.1.4 Given samples of various written records, the student will be able to identify the key information that is obtained from each. (MCT)

- 7.1.5 Student will be able to identify the different types of written records that may require a special request process. (MCT)

- 7.1.6 Student will be able to identify the typical time frame to obtain each of the major types of written records required to process a case. (MCT)

- 7.1.7 Student will be able to identify legal mandates or court orders for including or omitting information in written records. (MCT)

Penal Code/Statute/Case Law:

PC: 1203

WIC: 280

7.1.8 Student will be able to identify filing deadlines. (MCT)

Penal Code/Statute/Case Law:

Marsy's Law

ROC: 5.810(e)

PC: 1203

WIC: 628, 631, 632, 641, 653, 660, 702, 727.2, 727.3, 727.4

7.1.9 Student will be able to explain the potential consequences of failure to meet filing deadlines. (MCT)

Core tasks related to the job:

This module is related to the following core tasks:

- Check Juvenile Hall log and/or talk with Juvenile Hall to determine juvenile's attitude, conduct, and condition.
- Check probation files and/or contact assigned probation officer to obtain details of any prior contact a juvenile has had with probation department.
- Review record for any previous failures to appear by defendant requesting reduction of bail or release on own recognizance.
- Review CII rap sheet, FBI rap sheet, Department of Motor Vehicles printout, probation file, and/or other records pertaining to prior criminal record.
- Contact treatment programs, other probation officers, or parole officers to get information on their experience with the juvenile/adult.
- Review psychological, achievement, intelligence, aptitude, or interest test data for probationer for inclusion in court reports or other agencies.
- Review police reports of charges against a juvenile who has been cited or taken into custody.
- Contact police agency to obtain police report.
- Evaluate fitness of parent and extent to which there exists present or likely danger to minor including conducting child welfare/dependency record check.
- Review District Attorney's file, court referrals, police report, plea agreement or jury verdict, and/or any other paperwork pertaining to the current offense.
- Obtain verification of employment, education, and/or other pertinent background information (e.g., SSN, DL, State ID#, residence, job, etc.).
- Obtain and process court documents needed by Probation Department staff.
- Identify filing deadlines and court appearance deadlines.

Module 7.2 Restitutions, Fines, and Other Payments

Minimum Module Instructional Time: 4 hours

Student Performance Objectives:

- 7.2.1 Student will be able to define key terms related to restitution, fines, funds, and penalties. (MCT)
- 7.2.2 Student will be able to identify the types of victim claims that are recoverable in a restitution order using the relevant codes for reference. (MCT)
Penal Code/Statute/Case Law:
PC: 1202.4, 1203.1, 1203.4
WIC: 730.6
- 7.2.3 Student will be able to identify applicable filing deadlines for restitution claims. (MCT)
Penal Code/Statute/Case Law:
PC: 1202.4, 1203.1, 1203.4
WIC: 730.6
- 7.2.4 Student will be able to identify the probationer's/victim's right to a restitution hearing. (MCT)
Penal Code/Statute/Case Law:
PC: 1202.4
- 7.2.5 Student will be able to identify the key information obtained from victims to determine loss and eligibility for services. (MCT)
Penal Code/Statute/Case Law:
PC: 1202.4
WIC: 730.6
- 7.2.6 Student will be able to evaluate if victim's documented loss is reasonably related to the crime for which the defendant is convicted. (MCT)
Penal Code/Statute/Case Law:
People v. Fulton (2003) 109 Cal.App.4th 876
People v. Gemelli (2008) 161 Cal.App.4th 1539
- 7.2.7 Student will be able to determine a defendant's ability to pay restitution fines and fees. (MCT)

- 7.2.8 Student will be able to determine a defendant's financial responsibility for unpaid restitution, fines, fees, and assessments. (MCT)

Penal Code/Statute/Case Law:

PC: 1214

- 7.2.9 Student will be able to identify the possible consequences for a probationer who fails to pay restitution fines and fees. (MCT)

- 7.2.10 Student will be able to outline the process of determining a victim's losses and formulating a reasonable restitution recommendation. (MCT)

Penal Code/Statute/Case Law:

PC: 1202.4

- 7.2.11 Given probation orders and a financial declaration, student will be able to develop a payment schedule that is reasonable and based on ability to pay. (WST #11)

Penal Code/Statute/Case Law:

PC: 1202.4

- 7.2.12 Student will be able to identify other collection procedures, including mediation services, collection services, victim proceeding civilly, etc. (MCT)

Core tasks related to the job:

This module is related to the following core tasks:

- Advise victims of services available (e.g., counseling).
- Contact victim(s) and ask them to detail their losses and estimate the dollar value of their loss.
- Advise probationer and/or victim of their right to a restitution hearing.
- Evaluate and verify constitution claims submitted by victim(s).
- Interview probationer and/or family to determine ability to pay restitution, fines, and other payments.
- Determine recommendation on the amount of restitution due to the victim(s).
- Determine or recommend whether probationer should pay cost of probation fee.
- Set up a payment schedule of fines, restitution, and other payments.

Module 7.3 Interviewing Victims

Minimum Module Instructional Time: 4 hours

Student Performance Objectives:

- 7.3.1 Student will be able to identify the probation department's and probation officer's responsibilities to victims. (MCT)

Penal Code/Statute/Case Law:

PC: 11143, 1191.1, 1203.4 (b), 1203.05(a)

ROC: 421

- 7.3.2 Student will be able to describe the rights of victims in the criminal justice system. (MCT)

Penal Code/Statute/Case Law:

Marsy's Law

PC: 1191.1, 1764.2, 1191.15(b), 11143, 1191.1, 1203.4 (b),

1203.05(a) 964/293, and 679.02-679.08

ROC: 3.16, 421

WIC: 656.2, 676.5, 742

- 7.3.3 Student will be able to identify the key information that should be obtained in an interview with a victim. (MCT)

- 7.3.4 For a variety of crimes, the student will be able to identify possible sensitivities regarding the victim's emotional demeanor and empathy for their point of view/emotional state. (MCT)

Penal Code/Statute/Case Law:

WIC: 656.2, 706

PC: 1191.15; 1767, 1191.15(b)

- 7.3.5 In a simulated interview between a victim and probation officer, the student will be able to demonstrate the ability to interview and accurately capture the victim's impact statement. (BST #5)

Penal Code/Statute/Case Law:

WIC: 656.2, 706

PC: 1191.15, 1767, 1191.15(b)

Method/Tool Used on the Job:

interviewing/communication skills

cognitive behavioral interviewing

Core tasks related to the job:

This module is related to the following core tasks:

- Interview victim(s) to get their description of the offense, obtain a victim impact statement, and notify them of their right to appear in court.
- Advise victims of services available (e.g., counseling).
- Refer members of probationer's family, victim(s), or others to counseling and/or other appropriate program agency.
- Notify victim, as required by law, when probationer is released.

Module 7.4 Investigation Interviewing

Minimum Module Instructional Time: 4 hours

Student Performance Objectives:

- 7.4.1 Student will be able to identify key information that should be obtained from an investigative/dispositional interview with an adult or juvenile offender. (MCT)
- 7.4.2 Student will be able to identify sources of information regarding the adult or juvenile offender. (MCT)
- 7.4.3 Student will be able to describe the type of information that could be obtained from interviewing sources associated with the adult or juvenile offender. (MCT)
- 7.4.4 Student will be able to identify potential need and risk assessments that might be applicable to use during an investigative interview. (MCT)
- | | |
|-------------------------------------|---|
| <i>Penal Code/Statute/Case Law:</i> | <i>Method/Tool Used on the Job:</i> |
| PC: 290.04 | JSORRAT, PACT, STRONG , North |
| Division 31 | Pointe COMPAS, LSI, Allvest, Static 99, |
| | DV Lethality, etc.; |
- 7.4.5 Student will be able to identify the information to be obtained during an interview with a significant family member of an adult or juvenile offender. (MCT)
- | |
|-------------------------------------|
| <i>Method/Tool Used on the Job:</i> |
| Motivational Interviewing |
- 7.4.6 Student will be able to identify when it is necessary to obtain release of information waivers. (MCT)
- | |
|-------------------------------------|
| <i>Penal Code/Statute/Case Law:</i> |
| WIC: 1767.6, 827, and 828 |
| ROC: 5.552 |
| 44 United States Code/1510 |
- 7.4.7 Student will be able to identify officer safety information that may be obtained during an interview and describe how to disseminate the information appropriately. (MCT)

- 7.4.8 In a simulated interview, the student will be able to demonstrate interviewing techniques to obtain the required information pertaining to an investigation. (BST #6)

Method/Tool Used on the Job:

Motivational Interviewing

Core tasks related to the job:

This module is related to the following core tasks:

- Conduct intake or pre-plea/pre-sentence interview with adult or juvenile.
- Interview juvenile/adult and co-defendants to get their description of the offense and background information.
- Contact probationer to set up initial interview appointment.
- Interview probationer to assess his/her needs.
- Interview probationer to assess the risk he/she poses to the community.
- Consult or share information with co-workers and/or supervisors (e.g., discuss recommended dispositions, treatment plans, appropriate referrals).
- Consult or share information important to officer safety/debriefing or critical incidents with co-workers and supervisors.
- Use professionally-accepted assessment tools (e.g., Static 99, JSORRAT, etc.).
- Obtain juvenile/adult or parent release for medical, psychiatric, or other information.
- Obtain verification of employment, education, and/or other pertinent background information (e.g., SSN, DL, State ID#, residence, job, etc.).
- Contact treatment programs, other probation officers, or parole officers to get information on their experience with the juvenile/adult.
- Discuss circumstances of the charge against juvenile with arresting officer.
- Interview parent or other adult associated with the juvenile (school, victim, witness, etc.) to obtain background information and information about the offense.
- Discuss circumstances of the charges against individual requesting release on own cognizance or bail reduction with arresting officer or others in the criminal justice system.

- Interview spouse, employer, victim, and/or others to verify information provided by defendant to gather additional information about the likelihood that the defendant will appear in court and the potential hazard to community if defendant is released.
- Interview members of juvenile's/adult's immediate family, relatives, neighbors, employers, school officials, character references, and others about the social, educational, work history, and adjustments of the juvenile/adult.
- Interview witnesses to get their description of the offense.
- Interview persons in the criminal justice system (e.g., arresting officer, District Attorney, defense attorney) to get their statements.

Unit 8: Court Reports and Presentations
Minimum Module Instructional Time: 28 hours

Module 8.1 Determinate Sentencing

Minimum Module Instructional Time: 4 hours

Student Performance Objectives:

- 8.1.1 Student will be able to define determinate sentencing. (MCT)
- 8.1.2 Student will be able to define key terms associated with determinate sentencing. (MCT)
Penal Code/Statute/Case Law:
PC: 1170.11, 1170.12, 667
- 8.1.3 Student will be able to list factors that are critical in the determination of the eligibility for probation. (MCT)
Penal Code/Statute/Case Law:
ROC: 4.413 and 4.414
- 8.1.4 Student will be able to define factors in aggravation. (MCT)
Penal Code/Statute/Case Law:
JC Rule 4.421
- 8.1.5 Student will be able to define factors in mitigation. (MCT)
Penal Code/Statute/Case Law:
JC Rule 4.423
- 8.1.6 Student will be able to define sentencing enhancements. (MCT)
- 8.1.7 Student will be able to describe how dual use of facts applies to aggravating and mitigating factors with regards to elements of the crime and enhancements. (MCT)

- 8.1.8 Student will be able to identify the different methods of dealing with cases with multiple convictions. (MCT)
Penal Code/Statute/Case Law:
PC: 654, 667.6, 1170.1
Rules of Court: 4.426, 4.425, 4.451
- 8.1.9 Given sample offense reports and sample case information, the student will be able to determine applicable mitigating and aggravating factors and select the appropriate choice. (WST #12)
Penal Code/Statute/Case Law:
Rule of Court: 4.421, 4.423,
PC: 243.4(h), 1170.7-.85,
People v. Blakley,
People v. Cunningham;
People v. West,
People v. Moreno, 128 Cal. App. 3d 103
- 8.1.10 Given sample case information, the student will be able to identify when an individual would earn custody credits. (MCT)
Penal Code/Statute/Case Law:
PC: 2900.5
- 8.1.11 Given sample case information, the student will be able to indicate the circumstances under which a defendant would receive conduct credit. (MCT)
Penal Code/Statute/Case Law:
PC: 4019, 2900; 931, 2933, 2934
WIC: 3200,
ROC: 4.310, 4.472, and 4.411.5
- 8.1.12 Student will be able to specify the mandated requirements for domestic violence charges. (MCT)
Penal Code/Statute/Case Law:
PC: 273.5, 12021 and 12028
- 8.1.13 Student will be able to specify the mandated requirements for sex offenses. (MCT)
Penal Code/Statute/Case Law:
PC: 290 et al.

- 8.1.14 Given a sample case file, the student will be able to explain the nexus between a recommended condition of probation and the offense. (MCT)

Penal Code/Statute/Case Law:

People v Fortune 129 Cal.App. 4th, 790.

People v. Dominguez (1967) 256 Cal.App.2d 623, 627

- 8.1.15 Student will be able to explain how plea bargains, sentencing bargains, and Harvey waivers can impact sentencing recommendations. (MCT)

Core tasks related to the job:

This module is related to the following core tasks:

- Compute credit for time served, good time, and work time, for judge at sentencing.
- Read Penal Code and review sentencing manual to determine aggravating and mitigating circumstances of the crime.
- Synthesize and evaluate information gathered, to decide which facts of the case represent aggravating or mitigation circumstances of the crime.
- Provide sentencing/dispositional consultations to the judiciary on a specific probation case.

Module 8.2 Dispositional Alternatives in Adult Cases

Minimum Module Instructional Time: 2 hours

Student Performance Objectives:

- 8.2.1 Student will be able to describe the role of the probation officer's recommendation in the disposition of an adult case. (MCT)
- 8.2.2 Student will be able to identify the range of alternative dispositions available locally for adult offenders. (MCT)
- Penal Code/Statute/Case Law:* *Method/Tool Used on the Job:*
PC: 1000, 1203.097 EBP, Restorative justice.
- 8.2.3 Student will be able to compare the advantages and disadvantages of alternative dispositions available locally. (MCT)
- 8.2.4 Given a sample criminal record for an adult offender, student will be able to identify the aspects of a prior record that would limit or justify eligibility for different dispositional alternatives. (MCT)
- 8.2.5 Student will be able to describe the purpose of a needs/risk assessment in determining appropriate programs. (MCT)
- Method/Tool Used on the Job:*
STRONG
- 8.2.6 Given sample case information and a list of community providers, the student will be able to identify an appropriate program for an adult offender. (MCT)
- Method/Tool Used on the Job:*
Motivational Interviewing
- 8.2.7 Student will be able to identify key considerations in making a recommendation to the court for conditions of probation. (MCT)
- 8.2.8 Given a sample case file, the student will be able to generate an appropriate recommendation for conditions of probation, linking probation terms and conditions to criminogenic risk and need factors. (WST #13)

8.2.9 Student will be able to identify the criteria affecting bail recommendations. (MCT)

<i>Penal Code/Statute/Case Law:</i>	<i>Method/Tool Used on the Job:</i>
PC: 853.6, 1268, and 1270	Validated O.R. Point Scale

8.2.10 Student will be able to explain the positive and negative consequences of the probation officer's recommendation. (MCT)

Core tasks related to the job:

This module is related to the following core tasks:

- Synthesize and evaluate information gathered to decide on recommended disposition, sentence, and/or terms and conditions of probation.
- Determine probationer's eligibility for alternative sentencing programs.
- Prepare report giving recommendation for own recognizance release and/or bail reduction and rationale for recommendation.
- Notify applicant of denial of alternative sentencing programs.
- Orient probationer to alternative sentencing programs.

Module 8.3 Adult Court Reports

Minimum Module Instructional Time: 8 hours

Student Performance Objectives:

- 8.3.1 Student will be able to identify the statutory authority for a probation report and recommendation. (MCT)

Penal Code/Statute/Case Law:

PC: 1203.10

- 8.3.2 Student will be able to identify statutory timelines for preparing adult court reports. (MCT)

Penal Code/Statute/Case Law:

PC: 1191, 1203.71, 1202.72, 1203(b)(1)(E), 1203d

- 8.3.3 Student will be able to identify key principles for writing adult court reports. (MCT)

- 8.3.4 Student will be able to identify the elements of court reports, social studies, pre-sentence, and pre-plea reports mandated by the Penal Code. (MCT)

Penal Code/Statute/Case Law:

PC: 1203.2

- 8.3.5 Student will be able to explain the requirements for requesting a sentencing continuance. (MCT)

- 8.3.6 Given a complete investigation file for an adult defendant, the student will be able to generate a written court report. (WST #14)

- 8.3.7 Student will be able to describe the process of sealing adult records. (MCT)

Penal Code/Statute/Case Law:

PC: 1203.4

Core tasks related to the job:

This module is related to the following core tasks:

- Maintain current knowledge of case law and sentencing precedents (i.e., attend training, supervisor instructions, review legal update memos).
- Process requests for sealing records.

- When appropriate, request that the court give the probation department more time to investigate and submit report.
- Prepare pre-sentence, disposition, or pre-plea report to Superior Court.
- Prepare affidavit/petition/probation violation/modification notice.
- Prepare court documents for Judge's signature (e.g., arrest warrants, terms and conditions of probation, ex-parte orders).

Module 8.4 Dispositional Alternatives in Juvenile Cases

Minimum Module Instructional Time: 4 hours

Student Performance Objectives:

8.4.1 Student will be able to describe the role of the probation officer's recommendation in the disposition of a juvenile case. (MCT)

8.4.2 Student will be able to explain the purpose and content of a fitness report. (MCT)

Penal Code/Statute/Case Law:

WIC: 707

8.4.3 Student will be able to identify the range of alternative dispositions available locally for juvenile offenders. (MCT)

Penal Code/Statute/Case Law: *Method/Tool Used on the Job:*

WIC: 725/790, 654, 654.2 EBP, Restorative justice.

8.4.4 Student will be able to compare the advantages and disadvantages of alternative dispositions available locally. (MCT)

8.4.5 Student will be able to identify the legal basis for the use of informal probation. (MCT)

Penal Code/Statute/Case Law:

WIC 654.2

8.4.6 Student will be able to identify minors eligible for informal probation. (MCT)

Method/Tool Used on the Job:

assessment tool, interviewing techniques

8.4.7 Given a sample criminal record for a juvenile offender, student will be able to identify the aspects of a prior record that would affect eligibility for different dispositional alternatives. (MCT)

8.4.8 Student will be able to describe the purpose of a needs/risk assessment in determining appropriate programs. (MCT)

Method/Tool Used on the Job:

Positive Achievement Change Tool (PACT)

Rapid Risk Assessment of Sexual Offender (Rrasor)

Juvenile Sexual Offense Recidivism Risk Assessment Tool (JSORRAT)

- 8.4.9 Given a sample case file and a list of community providers, the student will be able to identify an appropriate program for a juvenile offender. (MCT)
- 8.4.10 Student will be able to explain reasons why a juvenile would be removed from their home. (MCT)
Penal Code/Statute/Case Law:
WIC: 727.1 and 11462.01
- 8.4.11 Student will be able to explain the process of investigating, preparing, documenting, and obtaining approval before making a recommendation to remove a juvenile from the home. (MCT)
- 8.4.12 Student will be able to identify placement options available for out-of-home placement. (MCT)
Penal Code/Statute/Case Law:
Division 31
- 8.4.13 Student will be able to explain how to evaluate and compare placement options. (MCT)
Penal Code/Statute/Case Law:
Division 31,
Title 22 Division 6
- 8.4.14 Student will be able to define the difference between approved, secured, and non-secured placements. (MCT)
- 8.4.15 Student will be able to explain the process or protocol that needs to be completed when a juvenile is placed in a home. (MCT)

- 8.4.16 Student will be able to describe the verification process to request out-of-county evaluation for possible placement. (MCT)

Penal Code/Statute/Case Law:
Division 31

- 8.4.17 Student will be able to explain the positive and negative consequences of probation officer's recommendation. (MCT)

Core tasks related to the job:

This module is related to the following core tasks:

- Synthesize and evaluate information gathered, to make recommendations of fitness for juvenile court.
- Synthesize and evaluate information gathered, to decide on recommended disposition, sentence, and/or terms and conditions of probation.
- Determine recommended placement (e.g., own home, Department of Corrections, jail) in cases that do not involve treatment programs or other referral sources.
- Determine probationer's eligibility for alternative sentencing programs.
- Notify applicant of denial of alternative sentencing programs.
- Orient probationer to alternative sentencing programs.
- Investigate private placements available (e.g., group homes, foster homes, relatives, treatment centers) for juveniles/adults.
- Visit placement facilities to learn about and evaluate the care and/or treatment they provide.
- Visit the juvenile's home to evaluate the quality of parental care and home environment in preparation for a report to the court.

Module 8.5 Juvenile Court Reports

Minimum Module Instructional Time: 8 hours

Student Performance Objectives:

- 8.5.1 Student will be able to identify the statutory authority for a probation report and recommendation. (MCT)

Penal Code/Statute/Case Law:

PC: 1203.10

WIC: 280 and 281

- 8.5.2 Student will be able to identify statutory timelines for preparing juvenile court reports. (MCT)

Penal Code/Statute/Case Law:

PC: 1191

- 8.5.3 Student will be able to identify key principles for writing juvenile court reports. (MCT)

- 8.5.4 Student will be able to identify the elements of court reports, social studies, and dispositional reports mandated by the Penal Code and Welfare and Institution Code. (MCT)

Penal Code/Statute/Case Law:

PC: 1203.2

WIC: 790, 707, 777-778

- 8.5.5 The student will be able to describe the circumstances why a dispositional continuance would be requested. (MCT)

- 8.5.6 Given a complete investigation file on a juvenile offender, the student will be able to generate a written court report. (WST #15)

- 8.5.7 Student will be able to identify key concepts determining fitness for juvenile court. (MCT)

Penal Code/Statute/Case Law:

WIC: 300, 600, 601, 602, 626, 628, and 707

PC: 1000, 1210.1, and 1203

- 8.5.8 Student will be able to identify key principles for writing a fitness report. (MCT)

8.5.9 Student will be able to describe the process of sealing juvenile records. (MCT)

Penal Code/Statute/Case Law:

WIC: 781 and 781.5

Core tasks related to the job:

This module is related to the following core tasks:

- Maintain current knowledge of case law and sentencing precedents (i.e., attend training, supervisor instructions, review legal update memos).
- Process requests for sealing records.
- Prepare and file petition in status offender cases.
- When appropriate, request that the court give the probation department more time to investigate and submit report.
- Prepare pre-sentence, disposition, or pre-plea report to Superior Court.
- Prepare affidavit/petition/probation violation/modification notice.
- Prepare court documents for Judge's signature (e.g., arrest warrants, terms and conditions of probation, ex-parte orders).
- Prepare juvenile intake report (i.e., report prepared at time of booking).
- Prepare fitness report for juveniles over the age of 14 charged with violations of applicable criminal law.
- Prepare and submit a request for petition to the District Attorney.
- Prepare detention report for use at detention hearing.

Module 8.6 Presentations to the Court and Testifying

Minimum Module Instructional Time: 2 hours

Student Performance Objectives:

- 8.6.1 Student will be able to identify instances when the probation officer could be called into court to provide information. (MCT)
- 8.6.2 Student will be able to identify the principles for appearing in court as a witness and/or when making other oral presentations. (MCT)
- 8.6.3 Student will be able to identify the roles of key courtroom personnel. (MCT)
- 8.6.4 Student will be able to explain how to prepare to make an oral presentation to the court. (MCT)
- 8.6.5 Student will be able to describe the consequences of good and poor performance in court by a probation officer. (MCT)
Penal Code/Statute/Case Law:
People v. Gayton (2006) 137 Cal.App.4th 96
- 8.6.6 Student will be able to identify the confidentiality issues of appearing in court as a witness and/or when making other oral presentations. (MCT)

Core tasks related to the job:

This module is related to the following core tasks:

- Review case file to prepare for appearance in court at case hearing.
- Testify at hearing, at disposition, or in court as a witness.
- When court ordered, gather information and update the court orally on status of a probation case.
- Appear in court and answer questions about case.
- Serve as sentencing consultant to the judiciary on a specific probation case.
- Sit in on and participate in plea sentence negotiations.

Unit 9: Orientation, Case Planning, and Supervision
Minimum Unit Instructional Time: 22 hours

Module 9.1 Conducting the Initial Meeting and Interview with a Probationer

Minimum Module Instructional Time: 8 hours

Student Performance Objectives:

- 9.1.1 Student will be able to explain the purpose and importance of the initial meeting with a new probationer. (MCT)
- 9.1.2 Student will be able to explain the importance of reviewing the probationer's case file in preparation for an initial meeting with a probationer. (MCT)
- 9.1.3 Student will be able to identify the legal obligations the court order places upon the probation officer. (MCT)
- 9.1.4 Student will be able to identify the general conditions of probation and any special conditions that might be applicable to a case. (MCT)
- 9.1.5 Student will be able to identify the situations requiring release of information forms. (MCT)
Penal Code/Statute/Case Law:
HIPPA regulations
- 9.1.6 Student will be able to explain the importance of maintaining an updated photographic record of a probationer. (MCT)
- 9.1.7 Student will be able to describe the various methods for contacting a probationer and describe the pros and cons of each. (MCT)
- 9.1.8 Student will be able to describe the various locations available for the initial meeting with the probationer and describe the pros and cons of each. (MCT)
- 9.1.9 Student will be able to identify which documents are acceptable to use for verification of employment, education, identification, etc. (MCT)
- 9.1.10 Student will be able to explain what documents the probationer needs to bring to the initial meeting. (MCT)
- 9.1.11 Student will be able to identify probationer contact information either in the case file or by using other resources. (MCT)

- 9.1.12 Given a new probationer's file and court order, the student will be able to generate a list of interview questions for an initial interview. (WST #16)
- 9.1.13 Student will be able to explain what important information from the interview requires documentation. (MCT)
- 9.1.14 Student will be able to describe the information that should be collected from a probationer during the initial meeting in order to facilitate effective supervision. (MCT)
- 9.1.15 Student will be able to explain the legal obligation to provide a copy of the terms and conditions of probation to a probationer. (MCT)
Penal Code/Statute/Case Law:
PC: 1203.7
- 9.1.16 Student will be able to describe the importance of explaining the terms and conditions of probation with a probationer. (MCT)
Penal Code/Statute/Case Law:
PC: 290, 626, and 1203.12
H&S: 11590
- 9.1.17 Student will be able to identify individuals legally required to register with local law enforcement agencies. (MCT)
Penal Code/Statute/Case Law:
PC: 290, 457.1
H&S: 11590
- 9.1.18 Student will be able to identify individuals legally required to submit to DNA collection. (MCT)
Penal Code/Statute/Case Law:
PC: 290, 295 et seq, 296, 12021, and 14250 et seq
- 9.1.19 Student will be able to describe DNA collection protocols. (MCT)
- 9.1.20 Student will be able to explain the court processes to a probationer. (MCT)
- 9.1.21 Student will be able to explain the ramification of probation orders on the probationer's family and significant others. (MCT)

- 9.1.22 Student will be able to identify the benefits of complying with conditions of probation. (MCT)

Penal Code/Statute/Case Law:

PC: 1203.4

WIC: 781

- 9.1.23 Student will be able to identify consequences for non-compliance with conditions of probation. (MCT)

Penal Code/Statute/Case Law:

PC: 1203.1 and 1203.2

- 9.1.24 In a simulated interview, the student will be able to demonstrate interview techniques to motivate an offender to comply with conditions of probation. (BST #7)

Method/Tool Used on the Job:

Motivational Interviewing

Cognitive Behavioral Intervention

Core tasks related to the job:

This module is related to the following core tasks:

- Review probationer's file to become familiar with the nature of the offense, prior record, and individual's social, educational, and employment history.
- Review court dispositions.
- Contact probationer to set up initial interview appointment.
- Determine the frequency of contact needed during supervision, taking into account the risk involved and the needs of the probationer.
- Determine officer safety issues and develop plan for contact, search, arrest, seizure of evidence, etc.
- Review terms and conditions of probation with the probationer and/or family.
- Interview probationer to assess his/her needs.
- Interview probationer to assess the risk he/she poses to the community.

- Draw up contract with juvenile and parents, outlining conditions of informal probation.
- Obtain juvenile/adult or parent release for medical, psychiatric, or other information.
- Photograph probationer.
- Collect DNA sample.
- Obtain verification of employment, education, and/or other pertinent background information (e.g., SSN, DL, State ID#, residence, job, etc.).
- Consult with outside agencies to which the probationer has previously been referred to get their input (e.g., for development of a treatment plan).
- Set up information on probationer (e.g., court orders, address, phone) for Field Contact Notebook.

Module 9.2 Establishing Case Goals and Plans

Minimum Module Instructional Time: 4 hours

Student Performance Objectives:

- 9.2.1 Student will be able to describe the purpose and importance of a case plan. (MCT)
- 9.2.2 Student will be able to identify the components of a case plan. (MCT)
Penal Code/Statute/Case Law:
Title IV-e, Division 31
WIC: 16501.1, and 16500.09
- 9.2.3 Student will be able to describe how assessment tools are used in developing a case plan. (MCT)
Method/Tool Used on the Job:
Keirsey Interest Inventory, Rrasor, Sac Jmin, Static 99, JSORRAT, COMPAS, LSI, SARA, etc.
- 9.2.4 Given a sample case file on a new probationer, the student will be able to demonstrate the use of a departmentally-approved risk and needs assessment tool. (WST #17)
- 9.2.5 Given the results of the risk and needs assessment tool (reference Objective 9.2.4), the student will be able to describe how the results are incorporated into a case plan. (MCT)
- 9.2.6 Student will be able to identify criminogenic needs for a probationer which may not be court-mandated. (MCT)
- 9.2.7 Student will be able to explain classification systems for supervision levels. (MCT)
- 9.2.8 Student will be able to list the criteria used in determining the frequency and type of contacts. (MCT)
Method/Tool Used on the Job:
risk/needs assessment
- 9.2.9 Student will be able to identify the specific objectives associated with contacting the probationer and family in the home. (MCT)

- 9.2.10 Given a sample psychological evaluation, student will be able to describe how the recommendations are incorporated into a case plan. (MCT)
- 9.2.11 Student will be able to identify the educational needs/requirements of the probationer for a case plan. (MCT)
- 9.2.12 Student will be able to explain the circumstances when it may be necessary to incorporate drug-testing in a case plan. (MCT)
- 9.2.13 Given a sample case file, the student will be able to generate a written case plan. (WST #18)
- 9.2.14 Student will be able to explain the importance of continued evaluation, monitoring and adjustment of the long-term case plan. (MCT)

Penal Code/Statute/Case Law:
WIC: 727.3

Core tasks related to the job:

This module is related to the following core tasks:

- Review psychological, achievement, intelligence, aptitude, or interest test data for probationer for inclusion in court reports or other agencies.
- Prepare case plan and set goals for treatment or probationer's conduct under supervision (e.g., develop a treatment plan, supervision plan).
- Identify treatment, educational, employment or other program (e.g., alcohol, drug, or counseling treatment program) which will meet the needs of the probationer, his/her family, or others.
- Use professionally-accepted assessment tools (e.g., Static 99, JSORRAT, etc.).
- Contact placement facility, describe the case, and get their agreement to take the juvenile/adult.

- Refer probationer to appropriate program or agency.
- Write or dictate case/treatment plan or case review.
- Determine the frequency of contact needed during supervision, taking into account the risk involved and the needs of the probationer.
- Present cases to a committee that reviews recommendations (e.g., placement recommendations).

Module 9.3 Case Plan and Supervision

Minimum Module Instructional Time: 6 hours

Student Performance Objectives:

- 9.3.1 Student will be able to identify probation officer's role and legal responsibilities in supervising a probationer. (MCT)
Penal Code/Statute/Case Law:
PC: 1203
- 9.3.2 Student will be able to discuss the importance of monitoring the terms and conditions of probation and case plan. (MCT)
- 9.3.3 Student will be able to identify the reasons for making personal contact with the probationer. (MCT)
Method/Tool Used on the Job:
Case plan
- 9.3.4 Student will be able to explain how to set up appointments and establish office/field contacts, taking into consideration the terms and conditions of probation and risk factors. (MCT)
- 9.3.5 Given a sample case file, the student will be able to generate an interview plan for the personal contact with the probationer. (WST #19)
Method/Tool Used on the Job:
Case plan, assessment tools, and
Motivational Interviewing
- 9.3.6 Student will be able to explain the importance of maintaining current financial information and payment history. (MCT)
- 9.3.7 Student will be able to list various individuals and agencies who should be contacted to obtain information regarding the probationer, including the frequency of contact and purpose of the contact. (MCT)
- 9.3.8 Student will be able to explain why the continued use of assessment tools is important during supervision. (MCT)
Penal Code/Statute/Case Law:
SB 678

- 9.3.9 Student will be able to list the various reports that should be submitted by probationers and the key information that should be checked within each document. (MCT)
- 9.3.10 Student will be able to identify the reasons for visiting and observing the probationer in a variety of settings. (MCT)
Method/Tool Used on the Job:
Case plan
- 9.3.11 Given a sample case file, the student will be able to list the steps to take in preparing for a home visit. (MCT)
Penal Code/Statute/Case Law:
PC: 3067
- 9.3.12 Student will be able to list the types of information to be gathered during a home visit. (MCT)
- 9.3.13 Student will be able to identify potential problems involved in visiting a probationer at work. (MCT)
- 9.3.14 Student will be able to identify the importance of contact with the probationer in school. (MCT)
- 9.3.15 Given a sample case file, the student will be able to identify legal responsibilities to consider when contacting a minor at school. (MCT)
- 9.3.16 Student will be able to identify the purpose of a placement visit. (MCT)
Penal Code/Statute/Case Law:
Division 31
- 9.3.17 Student will be able to list the basic legal requirements for monitoring a juvenile in placement. (MCT)
Penal Code/Statute/Case Law:
Title IV, Division 31
- 9.3.18 Student will be able to identify probation officer obligations for probationer's medical treatment when placed on probation. (MCT)

- 9.3.19 Student will be able to identify the important information that needs to be documented to meet monitoring and record-keeping requirements. (MCT)

Penal Code/Statute/Case Law:

PC: 1203.10

- 9.3.20 Given a description of an interaction between a probation officer and a probationer, the student will be able to generate written documentation of the contact with the probationer. (WST #20)

Core tasks related to the job:

This module is related to the following core tasks:

- Interview probationer to assess the risk he/she poses to the community.
- Speak to probationer about poor performance or absence from work crew.
- Contact supervising probation officer about probationer's poor performance or absence from work crew.
- Interview probationer to determine progress toward the treatment goals and compliance with terms and condition of probation.
- Visit the home or neighborhood, school, and/or work place of probationer to check on the individual's conduct and compliance with terms and conditions of probation or wardship.
- Determine officer safety issues and develop plan for contact, search, arrest, seizure of evidence, etc.
- Respond to questions from probationer in person or over the telephone.
- Maintain field book information/documentation.
- Maintain case notes in probation file or keep chronological reports about probationer.
- Get clothing and other personal effects for probationers in placement/custody.
- Call or correspond with staff and/or administrators of placement agencies about the behavior of probationers.
- Arrange for medical treatment when necessary.
- Notify other agencies (e.g., Welfare Department) of information of interest (e.g., change of placement).
- Review psychological, achievement, intelligence, aptitude, or interest test data for probationer for inclusion in court reports or other agencies.
- Discuss probationer's financial circumstances and/or refer to services to obtain financial assistance (e.g., welfare, loans).
- Use professionally-accepted assessment tools (e.g., Static 99, JSORRAT, etc.).
- Determine the frequency of contact needed during supervision, taking into account the risk involved and the needs of the probationer.

- Interview parents, relatives, school officials, employers, and/or others in the probation officer's office or over the phone to check on probationer's conduct and compliance with terms and conditions of probation or wardship.
- Follow up to verify that probationer or other individual received service and to evaluate the success of referral.
- Review report forms or other written reports submitted by probationers to check place of residence, employment, probationary payments (fines, restitution, or support), and arrests in the preceding month.
- Review department reports to monitor payment of fines, restitution or other payments by the probationer.
- Obtain progress reports (orally or in writing) from referral sources (treatment, educational, employment, training programs) working with a probationer.
- Review citations issued by police and/or bookings in jail or juvenile hall for violations of probation or new offenses by probationers.

Module 9.4 Monitoring for Substance Use

Minimum Module Instructional Time: 2 hours

Student Performance Objectives:

- 9.4.1 Student will be able to identify the authority that allows probation officers to test probationers for controlled substances or alcohol. (MCT)
- 9.4.2 Student will be able to articulate when a detained/non-ward minor can be drug tested. (MCT)
- Penal Code/Statute/Case Law:*
WIC: 625.1, 625.2
- 9.4.3 Student will be able to identify the various methods available to test probationers for substance use. (MCT)
- 9.4.4 Student will be able to list the basic steps to take in preparing for and collecting drug-testing samples in the field and office. (MCT)
- 9.4.5 Student will be able to identify universal safety precautions when obtaining a sample from the probationer for a drug or alcohol test. (MCT)
- 9.4.6 Student will be able to describe the rationale for observing sample collection for drug or alcohol tests. (MCT)
- 9.4.7 Student will be able to identify universal safety precautions when disposing of drug-testing samples and kits. (MCT)
- 9.4.8 Student will be able to demonstrate the proper application and removal of safety gloves. (BST #8)

Core tasks related to the job:

This module is related to the following core tasks:

- Check for physical signs of drug or alcohol abuse by probationer.
- Observe collection of urine samples for drug-testing; submit samples while maintaining chain of evidence.
- Conduct drug/alcohol test.
- Guidelines: Search gloves/latex gloves
- Operate: Search gloves/latex gloves
- Guidelines: Urine bottles/drug test cups

Module 9.5 Factors in Making Referrals

Minimum Module Instructional Time: 2 hours

Student Performance Objectives:

Probationer Referrals

- 9.5.1 Student will be able to describe the importance of identifying resources in the community to assist a probationer and/or family member. (MCT)
- 9.5.2 Student will be able to identify probationer and case characteristics to consider when referring a probationer for services in the community. (MCT)
- 9.5.3 Student will be able to identify when a professional evaluation of a probationer is required (medical, psychological, alcohol, and drug). (MCT)
- 9.5.4 Student will be able to identify program components of local community services that should be evaluated when considering if a referral is appropriate for a probationer. (MCT)
- 9.5.5 Student will be able to explain how to assist probationers with job referrals and employment services. (MCT)
- 9.5.6 Given a sample case file, completed assessment, and description of services available in the local community, the student will be able to refer the probationer to services in the community. (WST #21)
- 9.5.7 Student will be able to explain how to prepare a case for referral to an outside agency. (MCT)

Victim Referrals

- 9.5.8 Student will be able to identify program components of local community services that should be evaluated when considering if a referral is appropriate for the victim. (MCT)
- 9.5.9 Student will be able to describe the importance of identifying resources in the community to assist victims. (MCT)
- 9.5.10 Student will be able to identify characteristics that should be considered when referring victims to services in the community. (MCT)

9.5.11 Student will be able to describe the process of referring victims to local community services. (MCT)

Core tasks related to the job:

This module is related to the following core tasks:

- Visit community-based organizations to learn about their services and evaluate the care and/or treatment they provide.
- Contact Social Services, schools, law enforcement, and other agencies to develop or maintain continuing working relationships.
- Identify treatment, educational, employment or other program (e.g., alcohol, drug, or counseling treatment program) which will meet the needs of the probationer, his/her family, or others.
- Use professionally-accepted assessment tools (e.g., Static 99, JSORRAT, etc.).
- Contact placement facility, describe the case, and get their agreement to take the juvenile/adult.
- Refer probationer for professional evaluations (e.g., medical, psychological, alcohol, or drug evaluation).
- Contact treatment, educational, training, employment program, or other community agency; describe probationer's needs and get their commitment to work with the probationer.
- Refer probationer to appropriate program or agency.
- Refer members of probationer's family, victim(s), or others to counseling and/or other appropriate program or agency.

Unit 10: Supervision Issues
Minimum Unit Instructional Time: 8 hours

Module 10.1 Violations of Probation or New Law Violations

Minimum Module Instructional Time: 3 hours

Student Performance Objectives:

- 10.1.1 Student will be able to describe what constitutes a probation violation. (MCT)
Penal Code/Statute/Case Law:
PC: 1203
WIC: 777
- 10.1.2 Student will be able to identify the legal authority and responsibilities to file a violation of probation report. (MCT)
Penal Code/Statute/Case Law:
PC: 1203.2, 1203.05, 1203.7,
and 1203.10
WIC: 827
- 10.1.3 Student will be able to identify the difference between a technical probation violation and new law violation. (MCT)
- 10.1.4 Student will be able to describe the criteria to determine who can be arrested on a technical violation. (MCT)
- 10.1.5 Student will be able to describe how to assess probationer's progress with terms and conditions/case plan when determining when to file a probation violation. (MCT)
- 10.1.6 Student will be able to list the alternative methods of responding to a violation of probation and compare the advantages and disadvantages of each. (MCT)
- 10.1.7 Given a scenario, the student will be able to determine if the behavior of the probationer constitutes a probation violation. (MCT)
- 10.1.8 Student will be able to identify the investigation method to collect information to prepare a violation of probation petition. (MCT)
- 10.1.9 Student will be able to identify the information that should be included in and would support a violation of probation petition. (MCT)

10.1.10 Student will be able to describe the steps involved in filing a violation of probation petition with the court. (MCT)

10.1.11 Given a sample case plan and description of an incident, the student will be able to generate a violation of probation petition and an appropriate recommendation for an adult case, using the relevant codes for reference. (WST #22)

Penal Code/Statute/Case Law:

PC: 1203

10.1.12 Given a sample case plan and description of an incident, the student will be able to generate a violation of probation petition and an appropriate recommendation for a juvenile case, using the relevant codes for reference. (WST #23)

Penal Code/Statute/Case Law:

WIC: 777, 827

10.1.13 Student will be able to identify the possible consequences of inappropriate response to a new law violation or violation of probation. (MCT)

10.1.14 Student will be able to identify the method for obtaining an arrest warrant for adult and juvenile violations of probation. (MCT)

Penal Code/Statute/Case Law:

PC: 840

10.1.15 Student will be able to list the steps involved in documenting an arrest for a violation of probation. (MCT)

Core tasks related to the job:

This module is related to the following core tasks:

- Arrest probationers who violate the law or conditions of probation.
- Execute probationer warrants.
- Prepare supplemental report on progress of probationer (e.g., results of professional evaluation, semi-annual review, updates).
- Evaluate the seriousness of a violation of probation and decide whether to file charges.
- Evaluate extent to which probationer is making satisfactory progress toward goals, and is complying with conditions of probation and case plan objectives.
- Review citations issued by police and/or bookings in jail or juvenile hall for violations of probation or new offenses by probationers.

- Request court action or garnishment of a violation of probation and decide whether to file charges.
- Request warrant from court on missing probationer.
- File petition or request that petition be filed to initiate court process when probationer violates terms of probation or commits a new offense.

Module 10.2 Modifications of Case Plan

Minimum Module Instructional Time: 4 hours

Student Performance Objectives:

- 10.2.1 Student will be able to explain the importance of periodic reevaluation and adjustments in a case plan in regards to supervision. (MCT)
- 10.2.2 Student will be able to explain methods of determining compliance/non-compliance with case plan. (MCT)
- 10.2.3 Student will be able to identify the factors to consider when modifying a case plan. (MCT)
- 10.2.4 Student will be able to identify what options are available when reviewing or modifying a case plan. (MCT)
- 10.2.5 Student will be able to determine who needs to be involved or interviewed when modifying a case plan. (MCT)
- 10.2.6 Student will be able to define graduated sanctions. (MCT)
- 10.2.7 Student will be able to identify the reasons for the use of graduated sanctions. (MCT)
- 10.2.8 Student will be able to list the court reports and their components that may be associated with modifications of a case plan. (MCT)
- 10.2.9 Student will be able to identify the factors to consider for revocation or termination of probation. (MCT)
- 10.2.10 Student will be able to explain the investigation procedure and collection of information for inclusion in a supplemental, progress, or review report. (MCT)
- 10.2.11 Student will be able to list the types of information and components to be included in a supplemental, progress, or review report. (MCT)
- 10.2.12 Given a sample case file, the student will be able to prepare a supplemental, progress, or review report. (WST #24)
- 10.2.13 Given a sample case file, the student will be able to evaluate the probationer's progress with the case plan and generate a modified case plan consistent with the probation order. (WST #25)

Core tasks related to the job:

This module is related to the following core tasks:

- Visit placement agencies to discuss probationer's progress with probationer and agency staff.
- Evaluate extent to which probationer is making satisfactory progress toward goals and is complying with conditions of probation and case plan objectives.
- Determine whether to increase or decrease the frequency of contact with probationer.
- Determine whether to recommend revocation, modification, or termination of probation.
- Reassess cases that no longer require personal contact to "minimum supervision" status or refer to a "bank caseload."
- Write or dictate case/treatment plan or case review.
- Use professionally-accepted assessment tools (e.g., Static 99, JSORRAT, etc.).

Module 10.3 Out of County Jurisdiction and Interstate Compact

Minimum Module Instructional Time: 1 hour

Student Performance Objectives:

10.3.1 Student will be able to define a courtesy investigation. (MCT)

Penal Code/Statute/Case Law:

PC: 1203.9

WIC: 755, 1400

10.3.2 Student will be able to identify the process and legal requirements for inter-county transfer of adults and juveniles. (MCT)

Penal Code/Statute/Case Law:

PC 11180-11181, 1203.9

WIC: 1400

Miller v Youakim.

10.3.3 Student will be able to identify factors to consider in granting permission for out of county residency. (MCT)

10.3.4 Student will be able to identify the process and legal requirements for Interstate Compact supervision for adults and juveniles. (MCT)

Penal Code/Statute/Case Law:

7900 Family Code, Article 1 Sec. 10 #3 of US Constitution,

Crime Control Act 1934

Texas v NM 482 US 124 (1987)

Cuyler v. Adams, 449 US 433 (1981)

Miller v Youakim.

10.3.5 Student will be able to identify factors to consider in granting permission for out of state residency. (MCT)

10.3.6 Student will be able to identify factors to consider when issuing a travel permit to a probationer. (MCT)

10.3.7 Student will be able to describe the requirements for victim notification with regards to out of state travel requests. (MCT)

Penal Code/Statute/Case Law:
Section 500 ICJ, ICOTS Rules

Core tasks related to the job:

This module is related to the following core tasks:

- At the requests of other jurisdictions, conduct courtesy investigations (interview or record checks) of individuals currently or formerly living in the county.
- Request out-of-county evaluations of parent or relative for possible placement.
- Decide whether to accept the request from another county or state to supervise a probationer residing in county.
- For cases involving a non-resident individual, verify residence and complete paperwork requesting transfer of the case to county of residence.
- Review request for permission to leave county permanently (e.g., change of residence to another county or state) and recommend whether to approve or deny request.
- Issue travel permits.
- Initiate procedures to recommend transfer of case to appropriate court in new jurisdiction.
- Initiate procedures to request Interstate Compact supervision for probationers wishing to leave the state permanently.
- Review request for permission to leave county or state temporarily and decide whether to approve or deny request. .

Unit 11: Priority Setting
Minimum Unit Instructional Time: 2 hours

Module 11.1 Priority Setting for Probation Officer Functions

Minimum Module Instructional Time: 2 hours

Note to instructor: This module is a culminating activity that requires the student to evaluate all information in order to make priority and time management decisions utilizing all available codes, decision-making resources, and materials and information presented throughout the course.

Student Performance Objectives:

- 11.1.1 Student will be able to identify key elements to consider in making priority decisions regarding case and time management. (MCT)
- 11.1.2 Given a sample pre-sentence investigation report assignment, the student will be able to generate a schedule for completing the investigation (e.g., interview defendant, obtain written records from outside sources, etc.) prior to court filing deadlines, using all relevant resources. (WST #26)
- 11.1.3 Given a sample set of supervision functions (e.g., as received via in-box, voicemail, directives from supervisor, court, requests from law enforcement, schools, etc.), the student will be able to designate the priority in which those responsibilities should be handled and support this approach. (WST #27)

Core tasks related to the job:

This module is prerequisite to most core tasks performed by POs.

Unit A: Personal Safety
Minimum Unit Instructional Time: 9 hours

Module A.1 Personal Safety Precautions

Minimum Module Instructional Time: 2 hours

Student Performance Objectives:

- A.1.1 Student will be able to describe the key information to review before making field contact. (MCT)
- A.1.2 Student will be able to describe safety equipment that may be needed in the field. (MCT)
- A.1.3 Student will be able to define universal safety precautions. (MCT)
Penal Code/Statute/Case Law:
HIPAA
- A.1.4 Student will be able to describe situations when universal safety precautions should be used. (MCT)
- A.1.5 Student will be able to identify symptoms of contagious diseases. (MCT)
- A.1.6 Student will be able to identify the methods of transmission of contagious diseases. (MCT)
- A.1.7 Student will be able to identify situations when collaboration with law enforcement agencies may be necessary. (MCT)
- A.1.8 Student will be able to identify situations when response from law enforcement agencies may be necessary. (MCT)

Core tasks related to the job:

This module is prerequisite to most core tasks performed by POs.

Module A.2 Contraband and Evidence

Minimum Module Instructional Time: 3 hours

Student Performance Objectives:

- A.2.1 Student will be able to define contraband. (MCT)
- A.2.2 Student will be able to list different types of contraband. (MCT)
- A.2.3 Student will be able to define evidence. (MCT)
- A.2.4 Student will be able to identify key concepts of the “rules of evidence.” (MCT)
- A.2.5 Student will be able to identify the reasons a probation officer’s evidence may be introduced in court. (MCT)
- A.2.6 Student will be able to identify tests that evidence generally must pass before it may be admitted in juvenile or criminal court. (MCT)
- A.2.7 Student will be able to list important steps for properly documenting photographs that were taken to record injuries, observations, and evidence. (MCT)
- A.2.8 Student will be able to define chain of custody. (MCT)
- A.2.9 Student will be able to list the basic steps of maintaining chain of custody. (MCT)
- A.2.10 Student will be able to describe the legal repercussions for failing to maintain the chain of custody in handling evidence. (MCT)
- A.2.11 Student will be able to identify universal safety precautions when handling contraband and evidence. (MCT)

A.2.12 Student will be able to describe potentially dangerous situations when dealing with contraband and evidence. (MCT)

A.2.13 Student will be able to identify when to call for assistance. (MCT)

Core tasks related to the job:

This module is related to the following core tasks:

- Conduct presumptive drug tests on seized items suspected to be controlled substances.
- Photograph any injuries or bruises in cases of suspected child abuse.
- Collect, preserve evidence, and maintain chain of custody.

Module A.3 Searching Persons, Buildings, and Vehicles

Minimum Module Instructional Time: 4 hours

Student Performance Objectives:

- A.3.1 Student will be able to identify the legal authority to conduct searches. (MCT)
Penal Code/Statute/Case Law:
PC: 835a, 830.5, 832
Terry v. Ohio
4th amendment
- A.3.2 Student will be able to identify the reasons why a search is conducted. (MCT)
- A.3.3 Student will be able to list different types of searches. (MCT)
- A.3.4 Student will be able to identify safety risks that may be encountered during a search of a person/residence/automobile. (MCT)
- A.3.5 Student will be able to identify predictors of non-compliant behavior while searching a subject. (MCT)
- A.3.6 Student will be able to identify potential concerns regarding same gender/opposite gender pat down searches. (MCT)
- A.3.7 Student will be able to describe legal limitations during a person/automobile/building search. (MCT)
- A.3.8 Student will be able to describe physical limitations during a person/automobile/building search. (MCT)
- A.3.9 Student will be able to explain what key information needs to be gathered and reviewed when planning a search. (MCT)
- A.3.10 Student will be able to identify steps that should be taken before a planned search is conducted. (MCT)

- A.3.11 Student will be able to identify the importance of having a search plan and communicating it to supervisors and peers prior to initiating the plan. (MCT)
- A.3.12 Student will be able to identify and explain safety equipment that may be needed when performing a search. (MCT)
- A.3.13 Student will be able to identify key concepts to consider when planning the approach to a residence/building/automobile to be searched. (MCT)
- A.3.14 Student will be able to define universal safety precautions that should be used during a search. (MCT)
- Penal Code/Statute/Case Law:*
HIPAA
- A.3.15 Student will be able to describe situations during a search when universal safety precautions should be used. (MCT)
- A.3.16 Student will be able to describe situations when planning a search that may require collaboration with law enforcement agencies. (MCT)
- A.3.17 Student will be able to describe situations that arise during a search that may require law enforcement agencies to respond. (MCT)
- A.3.18 Student will be able to describe how to respond to the discovery of hazardous materials. (MCT)
- A.3.19 Student will be able to demonstrate systematic and safe procedures when conducting searches of rooms and automobiles. (BST #9)
- A.3.20 Student will be able to describe various roles when multiple officers are searching persons, vehicles, or automobiles. (MCT)
- A.3.21 Student will be able to identify common places where weapons or contraband can be concealed on a subject's person. (MCT)

A.3.22 Student will be able to identify common places where weapons or contraband can be concealed in a building or vehicle. (MCT)

A.3.23 Student will be able to describe the importance of documenting a search. (MCT)

Core tasks related to the job:

This module is prerequisite to most core tasks performed by POs.

Unit B: Use of Force
Minimum Module Instructional Time: 19 hours

Module B.1 Principles of Use of Force

Minimum Module Instructional Time: 3 hours

Student Performance Objectives:

- B.1.1 Student will be able to identify the legal framework for a probation officer's use of reasonable force. (MCT)

Penal Code/Statute/Case Law:

PC: 830.5, 832, 835(a), 147, 149

Graham vs. Conner 490 US 386, 396 (1989)

Tennessee vs. Garner 471 US 1 (1985)

4th, 8th, 14th amendment

- B.1.2 Student will be able to identify the categories of force options. (MCT)

Penal Code/Statute/Case Law:

PC: 832, 835(a)

Graham vs. Conner 490 US 386, 396 (1989)

Tennessee vs. Garner 471 US 1 (1985)

- B.1.3 Student will be able to describe less lethal force options. (MCT)

- B.1.4 Student will be able to describe lethal force options. (MCT)

- B.1.5 Student will be able to describe actions that would constitute reasonable force. (MCT)

Penal Code/Statute/Case Law:

Graham vs. Conner 490 US 386, 396 (1989)

Tennessee vs. Garner 471 US 1 (1985)

4th, 8th, 14th amendment

- B.1.6 Student will be able to describe actions that would constitute excessive force. (MCT)

Penal Code/Statute/Case Law:

Graham vs. Conner 490 US 386, 396 (1989)

Tennessee vs. Garner 471 US 1 (1985)

4th, 8th, 14th amendment

Method/Tool Used on the Job:

use of Carotid restraint

- B.1.7 Student will be able to identify factors that a probation officer should consider prior to employing the use of force. (MCT)

Penal Code/Statute/Case Law:

Graham vs. Conner 490 US 386, 396 (1989)

Tennessee vs. Garner 471 US 1 (1985)

4th amendment

- B.1.8 Student will be able to identify predictors of assaultive behavior. (MCT)

- B.1.9 Student will be able to describe intervention methods for de-escalating problematic situations. (MCT)

- B.1.10 Student will be able to identify the psychological/physiological factors that affect a person threatened with danger (officer and subject). (MCT)

Core tasks related to the job:

This module is prerequisite to most core tasks performed by POs. This content is also directly related to the following core tasks:

- Defend oneself or others using less lethal force (e.g., OC spray, baton).
- Defend oneself or others using lethal force.
- E01G: Guidelines: Badge
- E03G: Guidelines: Interior body armor (e.g., protective vest)
- E05G: Guidelines: Telephone/cell phone
- E07G: Guidelines: OC/Pepper Spray/Chemical Agents

Module B.2 Evasive and Blocking Techniques

Minimum Module Instructional Time: 4 hours

Student Performance Objectives:

B.2.1 Student will be able to demonstrate course-instructed stances and evasive movement technique(s). (BST #10)

B.2.2 Student will be able to demonstrate course-instructed blocking technique(s). (BST #11)

B.2.3 Student will be able to demonstrate course-instructed diversionary distraction technique(s). (BST #12)

Method/Tool Used on the Job:

hands, elbow, knee, foot strikes

B.2.4 Student will be able to demonstrate course-instructed personal body weapon(s). (BST #13)

Method/Tool Used on the Job:

hands, elbow, knee, foot strikes

Core tasks related to the job:

This module is related to the following core tasks:

- Determine officer safety issues and develop plan for contact, search, arrest, seizure of evidence, etc.
- Arrest probationers who violate the law or conditions of probation.
- Execute probationer warrants.
- Physically subdue a resisting or fleeing probationer, with the help of others.
- Physically defend self or others (i.e., with hands, arms or feet) against an attacking probationer or other individual.
- Physically restrain physically acting-out probationer or other individual.

Module B.3 Arrest and Control Techniques

Minimum Module Instructional Time: 12 hours

Student Performance Objectives:

B.3.1 Student will be able to demonstrate course-instructed control hold(s). (BST #14)

Method/Tool Used on the Job:

front/side wrist lock, rear wrist lock, escort position, twist lock, arm bars

B.3.2 Student will be able to demonstrate course-instructed escape technique(s). (BST #15)

B.3.3 Student will be able to demonstrate course-instructed take-down technique(s). (BST #16)

Method/Tool Used on the Job:

control hold, take-downs, leg sweep

B.3.4 Student will be able to demonstrate course-instructed prone control technique(s). (BST #17)

B.3.5 Student will be able to demonstrate course-instructed ground defense technique(s). (BST #18)

Core tasks related to the job:

This module is related to the following core tasks:

- Arrest probationers who violate the law or conditions of probation.
- Execute probationer warrants.
- Physically subdue a resisting or fleeing probationer, with the help of others.
- Physically defend self or others (i.e., with hands, arms or feet) against an attacking probationer or other individual.

Unit C: Restraints and Searching
Minimum Unit Instructional Time: 11 hours

Module C.1 Principles of Use of Restraints

Minimum Module Instructional Time: 3 hours

Student Performance Objectives:

- C.1.1 Student will be able to identify the nomenclature of handcuffs. (MCT)
- C.1.2 Student will be able to identify restraint devices other than handcuffs. (MCT)
Method/Tool Used on the Job:
Waist Chains, Zip Ties, Wrap,
Belly Chains, Leg Shackles
- C.1.3 Student will be able to explain the laws related to the use of restraints. (MCT)
Penal Code/Statute/Case Law:
PC: 835a, 830.5, 832
- C.1.4 Student will be able to identify situations when restraint devices may be appropriate. (MCT)
- C.1.5 Student will be able to identify circumstances when the use of restraints may not be appropriate. (MCT)
Penal Code/Statute/Case Law:
California Code of Regulations - Title 15 Division 3 Section 3269
- C.1.6 Student will be able to identify restraint methods that may not be appropriate (e.g., hog tying). (MCT)
- C.1.7 Student will be able to explain why certain restraint methods may not be appropriate (e.g., hog tying). (MCT)
- C.1.8 Student will be able to identify various methods of applying handcuffs. (MCT)
- C.1.9 Student will be able to describe the importance of properly identifying themselves before applying restraints. (MCT)

- C.1.10 Student will be able to identify the importance of verbal commands while applying restraints. (MCT)
- C.1.11 Student will be able to describe how to safely approach a subject prior to the application of handcuffs. (MCT)
- C.1.12 Student will be able to describe the proper application, safety considerations and limitations of handcuffs. (MCT)
- C.1.13 Student will be able to describe how to safely remove handcuffs. (MCT)

Core tasks related to the job:

This module is prerequisite to most core tasks performed by POs.

Module C.2 Handcuffing

Minimum Module Instructional Time: 5 hours

Student Performance Objectives:

- C.2.1 Student will be able to demonstrate the use of verbal commands during the application of handcuffs. (BST #19)
- C.2.2 Student will be able to demonstrate how to safely approach a compliant subject in a standing, kneeling, and prone position prior to the application of handcuffs. (BST #20)
- C.2.3 Student will be able to demonstrate how to safely approach a non-compliant subject in a standing, kneeling, and prone position prior to the application of handcuffs. (BST #21)
- C.2.4 Student will be able to demonstrate the proper application of handcuffs on a compliant subject from a standing, kneeling, and prone position. (BST #22)
- C.2.5 Student will be able to demonstrate the proper application of handcuffs on a non-compliant subject in a standing, kneeling, and prone position using a course-instructed control hold. (BST #23)
Method/Tool Used on the Job:
Front/side wrist lock, rear wrist lock, escort position, twist lock, and arm bars
- C.2.6 Student will be able to demonstrate, with a partner, the proper application of handcuffs on a non-compliant subject in a standing, kneeling, and prone position using a course-instructed control hold. (BST #24)
Method/Tool Used on the Job:
Front/side wrist lock, rear wrist lock, escort position, twist lock, and arm bars
- C.2.7 Student will be able to demonstrate how to individually assist a handcuffed person in the kneeling and prone positions to his/her feet. (BST #25)

- C.2.8 Student will be able to demonstrate, with a partner, how to assist a handcuffed person in the kneeling and prone positions to his/her feet. (BST #26)
- C.2.9 Student will be able to demonstrate how to properly escort a handcuffed individual. (BST #27)
- C.2.10 Student will be able to demonstrate how to safely remove handcuffs. (BST #28)

Core tasks related to the job:

This module is related to the following core tasks:

- Arrest probationers who violate the law or conditions of probation.
- Handcuff a non-resisting person.
- Handcuff a resisting person.
- Put an actively resisting person in the seat of a car.
- Assist an uncooperative/incapacitated individual (e.g., handcuffed person) from a prone position on the ground to his/her feet.
- Guidelines: Handcuffs
- Operate: Handcuffs

Module C.3 Searching the Person

Minimum Module Instructional Time: 3 hours

Student Performance Objectives:

- C.3.1 Student will be able to demonstrate the use of verbal commands during the search of a person. (BST #29)
- C.3.2 Student will be able to demonstrate how to safely approach a compliant subject in a standing, kneeling, and prone position prior to the search of his/her person. (BST #30)
- C.3.3 Student will be able to demonstrate the proper search technique of a compliant subject while in a standing, kneeling, and prone position. (BST #31)
- C.3.4 Student will be able to demonstrate a course-instructed technique in response to non-compliant behavior in a standing, kneeling and prone position during a search. (BST #32)
Method/Tool Used on the Job:
verbal commands, control hold take down, chemical agents, baton, front/side wrist lock, rear wrist lock, escort position, twist lock, and arm bars
- C.3.5 Student will be able to demonstrate opposite gender pat-down searches. (BST #33)
- C.3.6 Student will be able to demonstrate same gender pat-down searches. (BST #34)
- C.3.7 During a scenario, the student will be able to find hidden contraband on a subject's person. (BST #35)

Core tasks related to the job:

This module is related to the following core tasks:

- Pat search juvenile/probationer for contraband.
- Determine officer safety issues and develop plan for contact, search, arrest, seizure of evidence, etc.
- Search probationer's person, personal property, residence, or automobile per court order.
- Collect, preserve evidence, and maintain chain of custody.

- Physically subdue a resisting or fleeing probationer, with the help of others.
- Handcuff a non-resisting person.
- Handcuff a resisting person.
- Physically defend self or others (i.e., with hands, arms or feet) against an attacking probationer or other individual.
- Guidelines: Search gloves/latex gloves

Unit D: Transportation
Minimum Unit Instructional Time: 1 hour

Module D.1 Preparation for Transport

Minimum Module Instructional Time: 1 hour

Student Performance Objectives:

- D.1.1 Student will be able to identify the different types of transports (e.g., destination, high risk, purpose of transport, number of individuals, etc.). (MCT)
- D.1.2 Student will be able to identify the steps to transport a probationer to a non-detention facility. (MCT)
- D.1.3 Student will be able to identify the steps to transport a probationer to a detention facility. (MCT)
- D.1.4 Student will be able to identify steps for transportation of a non-probationer. (MCT)
- D.1.5 Student will be able to identify steps for transportation of a non-compliant individual. (MCT)
- D.1.6 Student will be able to identify restraints for transportation of an individual. (MCT)
- D.1.7 Student will be able to identify how to assist a handcuffed person to a sitting position in a vehicle. (MCT)
- D.1.8 Student will be able to identify the potential consequences of failure to utilize safety precautions when transporting an individual. (MCT)

Core tasks related to the job:

This module is related to the following core tasks:

- Transport juvenile (using car or van) to juvenile hall facility.
- Transport individuals (e.g., from detention site to court, hospitals, airports, referral programs).
- Arrange for transportation of individuals (e.g., from detention site to court, hospitals, airports, referral programs).
- Inform adult jail staff of any custody problems.

Unit P: Physical Conditioning
Minimum Unit Instructional Time: 12 hours

Module P.1 Physical Conditioning Basics

Minimum Module Instructional Time: 1.5 hours

Student Performance Objectives:

- P.1.1 Student will be able to describe the key components of a performance-based fitness program and the ways each contributes to fitness.
- P.1.2 Student will be able to define common terms used in physical conditioning.
- P.1.3 Student will be able to describe the role of Rating of Perceived Exertion (RPE) in a physical conditioning program.
- P.1.4 Student will be able to describe the Borg Perceived Exertion Scale as described in the Guidelines for Exercise Testing and Prescription, American College of Sports Medicine, Eighth Edition (e.g., very, very light to very, very hard).
- P.1.5 Student will be able to identify common mistakes people make when participating in a physical conditioning program.
- P.1.6 Student will be able to identify equipment and clothing needed when participating in a fitness program.
- P.1.7 Student will be able to describe the purpose and goals of performance-based conditioning for probation officers.
- P.1.8 Student will be able to identify common injuries during training that might disable a probation officer.
- P.1.9 Student will be able to identify signs of overexertion and/or potential dangers during a physical conditioning program.
- P.1.10 Student will be able to identify the importance of warm-up and cool-down during a physical conditioning program.
- P.1.11 Student will be able to describe the difference between static stretching and dynamic stretching, and the appropriate applications for each type.

Module P.2 Conditioning Exercises

Minimum Module Instructional Time: 1 hour

Student Performance Objectives:

P.2.1 Complete Exercise Set A provided in the table below.

For a complete description of all exercise sets and how to complete the exercises, see the *Physical Conditioning Exercise Sets* and *Physical Conditioning Descriptions and Pictures* sections of this manual.

Exercise Set A		
Focus	Exercise	Reps/Time
Dynamic Stretching	Arm Circles	10 ea way
	Side Bends	1x2-3 per side
	Windmills	1x10-20
	Trunk Twists	1x8 reps per side
	Knee-to-Forehead	1x5-7 reps per leg
Low Intensity Strength	Side Leg Raises	1x10-12 reps per leg
	Push-ups	1x up to 20 reps
	Stomach Cr/Sit-ups	1x10-20 reps
Core Strength	Prone Planks	3x10 sec/Rest 10 sec
	R. Hover Planks	3x10 sec/Rest 10 sec
	L. Hover Planks	3x10 sec/Rest 10 sec
	Stomach Flutter Kicks	1x7 reps
Upper Body Strength	Wrist Curls	1x3 reps
	Arm Curls	1x3-6 reps
Lower Body Strength	Leg Press	1x3-6 reps
	or Modified Wall Sit	1x30-40sec hold x2 reps
Low Intensity Plyometrics	Skiping	2x10/Rest 30 sec
	Skip for Height	2x10/Rest 1 min
Lower Body Plyometrics	Two Foot Hops	1x10
	Single Foot S-S Hops	1x10
	Two Foot S-S Hops	1x10
Cardio	Jog/Walk	1.0 mi
	Sprint	2 nd session
Cool-Down	Walk	3 min
Static Stretching	Calf Stretch	3x5 sec, Rest 15 sec
	Quad Stretch	3x5 sec, Rest 15 sec
	Knee Hugs	3x5 sec, Rest 15 sec
	Stride Stretch	3x5 sec, Rest 15 sec

Module P.3 Conditioning Exercises

Minimum Module Instructional Time: 1 hour

Student Performance Objectives:

P.3.1 Complete Exercise Set A provided in the table below.

For a complete description of all exercise sets and how to complete the exercises, see the *Physical Conditioning Exercise Sets* and *Physical Conditioning Descriptions and Pictures* sections of this manual.

Exercise Set A		
Focus	Exercise	Reps/Time
Dynamic Stretching	Arm Circles	10 ea way
	Side Bends	1x2-3 per side
	Windmills	1x10-20
	Trunk Twists	1x8 reps per side
	Knee-to-Forehead	1x5-7 reps per leg
Low Intensity Strength	Side Leg Raises	1x10-12 reps per leg
	Push-ups	1x up to 20 reps
	Stomach Cr/Sit-ups	1x10-20 reps
Core Strength	Prone Planks	3x10 sec/Rest 10 sec
	R. Hover Planks	3x10 sec/Rest 10 sec
	L. Hover Planks	3x10 sec/Rest 10 sec
	Stomach Flutter Kicks	1x7 reps
Upper Body Strength	Wrist Curls	1x3 reps
	Arm Curls	1x3-6 reps
Lower Body Strength	Leg Press	1x3-6 reps
	or Modified Wall Sit	1x30-40sec hold x2 reps
Low Intensity Plyometrics	Skipping	2x10/Rest 30 sec
	Skip for Height	2x10/Rest 1 min
Lower Body Plyometrics	Two Foot Hops	1x10
	Single Foot S-S Hops	1x10
	Two Foot S-S Hops	1x10
Cardio	Jog/Walk	1.0 mi
	Sprint	2 nd session
Cool-Down	Walk	3 min
Static Stretching	Calf Stretch	3x5 sec, Rest 15 sec
	Quad Stretch	3x5 sec, Rest 15 sec
	Knee Hugs	3x5 sec, Rest 15 sec
	Stride Stretch	3x5 sec, Rest 15 sec

Module P.4 Conditioning Exercises

Minimum Module Instructional Time: 2 hours

Student Performance Objectives:

P.4.1 Complete Exercise Set B provided in the table below.

For a complete description of all exercise sets and how to complete the exercises, see the *Physical Conditioning Exercise Sets* and *Physical Conditioning Descriptions and Pictures* sections of this manual.

Exercise Set B		
Focus	Exercise	Reps/Time
Warm-Up	DT Footwork	10 min
Dynamic Stretching	Arm Circles	10 ea way
	Side Bends	1x2-3 per side
	Windmills	1x10-20
	Trunk Twists	1x8 reps per side
	Knee-to-Forehead	1x8-10 reps
Low Intensity Strength	Side Leg Raises	2x13-15
	Push-ups	1x up to 20 reps
	Stomach Cr/Sit-ups	1x10-20 reps
Core Strength	Prone Planks	3x15 sec/Rest 15 sec
	R. Hover Planks	3x15 sec/Rest 15 sec
	L. Hover Planks	3x15 sec/Rest 15 sec
	Stomach Flutter Kicks	2x7 reps
Upper Body Strength	Wrist Curls	1x3 reps
	Arm Curls	1x3-6 reps
Lower Body Strength	Leg Press	1x3-6 reps
	or Modified Wall Sit	1x30-40sec hold x2 reps
Low Intensity Plyometrics	Skipping	2x10/Rest 20 sec
	Skip for Height	2x15/Rest 1 min
Lower Body Plyometrics	Single Foot S-S Hops	1x10
	Two Foot S-S Hops	1x10
	Standing Long Jumps	1x10
	Standing Jump /Reach	1x10
	Jumps Over Barrier	1x10
Upper Body Plyometrics	Wheel Barrow	3x16 steps
	or Overhead Throw	3x16 steps
	or Single Arm Throw	3x16 steps
	Explosive Wall Push-up	3x10 reps
	or Chest Pass	3x10 reps
	or Chest Push	3x10 reps
Cardio	Jog/Walk	1.5 mi
Cool-Down	Walk	3 min
Static Stretching	Calf Stretch	3x10 sec/Rest 20 sec
	Quad Stretch	3x10 sec/Rest 20 sec
	Knee Hugs	3x10 sec/Rest 20 sec
	Stride Stretch	3x10 sec/Rest 20 sec

Module P.5 Conditioning Exercises

Minimum Module Instructional Time: 2 hours

Student Performance Objectives:

P.5.1 Complete Exercise Set B provided in the table below.

For a complete description of all exercise sets and how to complete the exercises, see the *Physical Conditioning Exercise Sets* and *Physical Conditioning Descriptions and Pictures* sections of this manual.

Exercise Set B		
Focus	Exercise	Reps/Time
Warm-Up	DT Footwork	10 min
Dynamic Stretching	Arm Circles	10 ea way
	Side Bends	1x2-3 per side
	Windmills	1x10-20
	Trunk Twists	1x8 reps per side
	Knee-to-Forehead	1x8-10 reps
Low Intensity Strength	Side Leg Raises	2x13-15
	Push-ups	1x up to 20 reps
	Stomach Cr/Sit-ups	1x10-20 reps
Core Strength	Prone Planks	3x15 sec/Rest 15 sec
	R. Hover Planks	3x15 sec/Rest 15 sec
	L. Hover Planks	3x15 sec/Rest 15 sec
	Stomach Flutter Kicks	2x7 reps
Upper Body Strength	Wrist Curls	1x3 reps
	Arm Curls	1x3-6 reps
Lower Body Strength	Leg Press	1x3-6 reps
	or Modified Wall Sit	1x30-40sec hold x2 reps
Low Intensity Plyometrics	Skipping	2x10/Rest 20 sec
	Skip for Height	2x15/Rest 1 min
Lower Body Plyometrics	Single Foot S-S Hops	1x10
	Two Foot S-S Hops	1x10
	Standing Long Jumps	1x10
	Standing Jump /Reach	1x10
	Jumps Over Barrier	1x10
Upper Body Plyometrics	Wheel Barrow	3x16 steps
	or Overhead Throw	3x16 steps
	or Single Arm Throw	3x16 steps
	Explosive Wall Push-up	3x10 reps
	or Chest Pass	3x10 reps
	or Chest Push	3x10 reps
Cardio	Jog/Walk	1.5 mi
Cool-Down	Walk	3 min
Static Stretching	Calf Stretch	3x10 sec/Rest 20 sec
	Quad Stretch	3x10 sec/Rest 20 sec
	Knee Hugs	3x10 sec/Rest 20 sec
	Stride Stretch	3x10 sec/Rest 20 sec

Module P.6 Conditioning Exercises

Minimum Module Instructional Time: 1.5 hours

Student Performance Objectives:

P.6.1 Complete Exercise Set C provided in the table below.

For a complete description of all exercise sets and how to complete the exercises, see the *Physical Conditioning Exercise Sets* and *Physical Conditioning Descriptions and Pictures* sections of this manual.

Exercise Set C		
Focus	Exercise	Reps/Time
Warm-Up	DT Footwork	10 min
Dynamic Stretching	Arm Circles	10 ea way
	Side Bends	1x2-3 per side
	Windmills	1x10-20
	Trunk Twists	1x8 reps per side
	Knee-to-Forehead	1x11-13
Low Intensity Strength	Side Leg Raises	2x16-18
	Push-ups	1x up to 20 reps
	Stomach Cr/Sit-ups	1x10-20 reps
Core Strength	Prone Planks	3x20 sec/Rest 20 sec
	R. Hover Planks	3x20 sec/Rest 20 sec
	L. Hover Planks	3x20 sec/Rest 20 sec
	Stomach Flutter Kicks	3x7 reps
Upper Body Strength	Wrist Curls	1x3 reps
	Arm Curls	1x3-6 reps
Lower Body Strength	Leg Press	1x3-6 reps
	or Modified Wall Sit	2x30-40sec hold x2 reps
Low Intensity Plyometrics	Skiping	2x10/Rest 10 sec
	Skip for Height	2x20/Rest 1 min
Lower Body Plyometrics	Hexagon Drill	2 drills (24 touches)
	Multi-Jumps for Ht	2x10 jumps(1 m Rest)
	Plyo Circuits	3 x Plyo Circuit
Upper Body Plyometrics	Wheel Barrow	3x16 steps
	or Overhead Throw	3x16 steps
	or Single Arm Throw	3x16 steps
	Explosive Wall Push-up	3x10 reps
	or Chest Pass	3x10 reps
	or Chest Push	3x10 reps
	Push-up Jump	1x8 reps
	or Heavy Bag Thrust	1x8 reps
	or Heavy Bag Stroke	1x8 reps
	or Catch&Throw	1x8 reps
Cardio	Jog/Walk	2.0 mi
Cool-Down	Walk	3 min
Static Stretching	Calf Stretch	3x10 sec/Rest 25 sec
	Quad Stretch	3x10 sec/Rest 25 sec
	Knee Hugs	3x10 sec/Rest 25 sec
	Stride Stretch	3x10 sec/Rest 25 sec

Module P.7 Conditioning Exercises

Minimum Module Instructional Time: 1.5 hours

Student Performance Objectives:

P.7.1 Complete Exercise Set C provided in the table below.

For a complete description of all exercise sets and how to complete the exercises, see the *Physical Conditioning Exercise Sets* and *Physical Conditioning Descriptions and Pictures* sections of this manual.

Exercise Set C		
Focus	Exercise	Reps/Time
Warm-Up	DT Footwork	10 min
Dynamic Stretching	Arm Circles	10 ea way
	Side Bends	1x2-3 per side
	Windmills	1x10-20
	Trunk Twists	1x8 reps per side
	Knee-to-Forehead	1x11-13
Low Intensity Strength	Side Leg Raises	2x16-18
	Push-ups	1x up to 20 reps
	Stomach Cr/Sit-ups	1x10-20 reps
Core Strength	Prone Planks	3x20 sec/Rest 20 sec
	R. Hover Planks	3x20 sec/Rest 20 sec
	L. Hover Planks	3x20 sec/Rest 20 sec
	Stomach Flutter Kicks	3x7 reps
Upper Body Strength	Wrist Curls	1x3 reps
	Arm Curls	1x3-6 reps
Lower Body Strength	Leg Press	1x3-6 reps
	or Modified Wall Sit	2x30-40sec hold x2 reps
Low Intensity Plyometrics	Skiping	2x10/Rest 10 sec
	Skip for Height	2x20/Rest 1 min
Lower Body Plyometrics	Hexagon Drill	2 drills (24 touches)
	Multi-Jumps for Ht	2x10 jumps(1 m Rest)
	Plyo Circuits	3 x Plyo Circuit
Upper Body Plyometrics	Wheel Barrow	3x16 steps
	or Overhead Throw	3x16 steps
	or Single Arm Throw	3x16 steps
	Explosive Wall Push-up	3x10 reps
	or Chest Pass	3x10 reps
	or Chest Push	3x10 reps
	Push-up Jump	1x8 reps
	or Heavy Bag Thrust	1x8 reps
	or Heavy Bag Stroke	1x8 reps
	or Catch&Throw	1x8 reps
Cardio	Jog/Walk	2.0 mi
Cool-Down	Walk	3 min
Static Stretching	Calf Stretch	3x10 sec/Rest 25 sec
	Quad Stretch	3x10 sec/Rest 25 sec
	Knee Hugs	3x10 sec/Rest 25 sec
	Stride Stretch	3x10 sec/Rest 25 sec

Module P.8 Conditioning Exercises

Minimum Module Instructional Time: 1.5 hours

Student Performance Objectives:

P.8.1 Complete Exercise Set C provided in the table below.

For a complete description of all exercise sets and how to complete the exercises, see the *Physical Conditioning Exercise Sets* and *Physical Conditioning Descriptions and Pictures* sections of this manual.

Exercise Set C		
Focus	Exercise	Reps/Time
Warm-Up	DT Footwork	10 min
Dynamic Stretching	Arm Circles	10 ea way
	Side Bends	1x2-3 per side
	Windmills	1x10-20
	Trunk Twists	1x8 reps per side
	Knee-to-Forehead	1x11-13
Low Intensity Strength	Side Leg Raises	2x16-18
	Push-ups	1x up to 20 reps
	Stomach Cr/Sit-ups	1x10-20 reps
Core Strength	Prone Planks	3x20 sec/Rest 20 sec
	R. Hover Planks	3x20 sec/Rest 20 sec
	L. Hover Planks	3x20 sec/Rest 20 sec
	Stomach Flutter Kicks	3x7 reps
Upper Body Strength	Wrist Curls	1x3 reps
	Arm Curls	1x3-6 reps
Lower Body Strength	Leg Press	1x3-6 reps
	or Modified Wall Sit	2x30-40sec hold x2 reps
Low Intensity Plyometrics	Skiping	2x10/Rest 10 sec
	Skip for Height	2x20/Rest 1 min
Lower Body Plyometrics	Hexagon Drill	2 drills (24 touches)
	Multi-Jumps for Ht	2x10 jumps(1 m Rest)
	Plyo Circuits	3 x Plyo Circuit
Upper Body Plyometrics	Wheel Barrow	3x16 steps
	or Overhead Throw	3x16 steps
	or Single Arm Throw	3x16 steps
	Explosive Wall Push-up	3x10 reps
	or Chest Pass	3x10 reps
	or Chest Push	3x10 reps
	Push-up Jump	1x8 reps
	or Heavy Bag Thrust	1x8 reps
	or Heavy Bag Stroke	1x8 reps
	or Catch&Throw	1x8 reps
Cardio	Jog/Walk	2.0 mi
Cool-Down	Walk	3 min
Static Stretching	Calf Stretch	3x10 sec/Rest 25 sec
	Quad Stretch	3x10 sec/Rest 25 sec
	Knee Hugs	3x10 sec/Rest 25 sec
	Stride Stretch	3x10 sec/Rest 25 sec

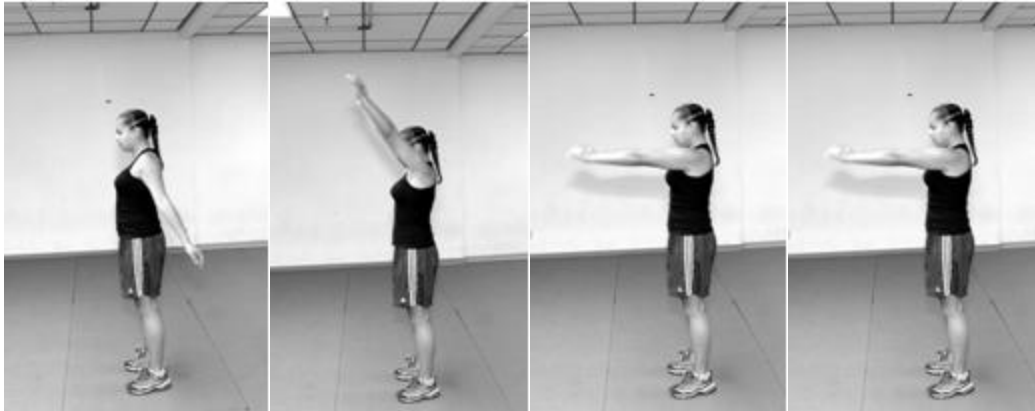
Physical Conditioning Exercise Sets

		Exercise Set A	Exercise Set B	Exercise Set C
Focus	Exercise	Modules P.2, P.3	Modules P.4, P.5	Modules P.6, P.7, P.8
Warm-Up	DT Footwork	---	10 min	10 min
Dynamic Stretching	Arm Circles	10 ea way	10 ea way	10 ea way
	Side Bends	1x2-3 per side	1x2-3 per side	1x2-3 per side
	Windmills	1x10-20	1x10-20	1x10-20
	Trunk Twists	1x8 reps per side	1x8 reps per side	1x8 reps per side
	Knee-to-Forehead	1x5-7 reps per leg	1x8-10 reps	1x11-13
Low Intensity Strength	Side Leg Raises	1x10-12 reps per leg	2x13-15	2x16-18
	Push-ups	1x up to 20 reps	1x up to 20 reps	1x up to 20 reps
	Stomach Cr/Sit-ups	1x10-20 reps	1x10-20 reps	1x10-20 reps
Core Strength	Prone Planks	3x10 sec/Rest 10 sec	3x15 sec/Rest 15 sec	3x20 sec/Rest 20 sec
	R. Hover Planks	3x10 sec/Rest 10 sec	3x15 sec/Rest 15 sec	3x20 sec/Rest 20 sec
	L. Hover Planks	3x10 sec/Rest 10 sec	3x15 sec/Rest 15 sec	3x20 sec/Rest 20 sec
	Stomach Flutter Kicks	1x7 reps	2x7 reps	3x7 reps
Upper Body Strength	Wrist Curls	1x3 reps	1x3 reps	1x3 reps
	Arm Curls	1x3-6 reps	1x3-6 reps	1x3-6 reps
Lower Body Strength	Leg Press	1x3-6 reps	1x3-6 reps	1x3-6 reps
	or Modified Wall Sit	1x30-40sec hold x2 reps	1x30-40sec hold x2 reps	2x30-40sec hold x2 reps
Low Intensity Plyometrics	Skipping	2x10/Rest 30 sec	2x10/Rest 20 sec	2x10/Rest 10 sec
	Skip for Height	2x10/Rest 1 min	2x15/Rest 1 min	2x20/Rest 1 min
Lower Body Plyometrics	Two Foot Hops	1x10	---	---
	Single Foot S-S Hops	1x10	1x10	---
	Two Foot S-S Hops	1x10	1x10	---
	Standing Long Jumps	---	1x10	---
	Standing Jump /Reach	---	1x10	---
	Jumps Over Barrier	---	1x10	---
	Hexagon Drill	---	---	2 drills (24 touches)
	Multi-Jumps for Ht	---	---	2x10 jumps(1 m Rest)
	Plyo Circuits	---	---	3 x Plyo Circuit
Upper Body Plyometrics	Wheel Barrow	---	3x16 steps	3x16 steps
	or Overhead Throw	---	3x16 steps	3x16 steps
	or Single Arm Throw	---	3x16 steps	3x16 steps
	Explosive Wall Push-up	---	3x10 reps	3x10 reps
	or Chest Pass	---	3x10 reps	3x10 reps
	or Chest Push	---	3x10 reps	3x10 reps
	Push-up Jump	---	---	1x8 reps
	or Heavy Bag Thrust	---	---	1x8 reps
	or Heavy Bag Stroke	---	---	1x8 reps
Cardio	Jog/Walk	1.0 mi	1.5 mi	2.0 mi
	Sprint	2 nd session	---	---
Cool-Down	Walk	3 min	3 min	3 min
Static Stretching	Calf Stretch	3x5 sec, Rest 15 sec	3x10 sec/Rest 20 sec	3x10 sec/Rest 25 sec
	Quad Stretch	3x5 sec, Rest 15 sec	3x10 sec/Rest 20 sec	3x10 sec/Rest 25 sec
	Knee Hugs	3x5 sec, Rest 15 sec	3x10 sec/Rest 20 sec	3x10 sec/Rest 25 sec
	Stride Stretch	3x5 sec, Rest 15 sec	3x10 sec/Rest 20 sec	3x10 sec/Rest 25 sec
Time per Module		P.2 = 1 hour P.3 = 1 hour	P.4 = 2 hours P.5 = 2 hours	P.6 = 1 hour 30 min P.7 = 1 hour 30 min P.8 = 1 hour 30 min

Physical Conditioning Descriptions and Pictures

Dynamic Stretching

Arm Circles. Standing with arms out, slowly move hands in a circle, gradually increasing the size of the circle. Increase to full arm circles for recommended number of complete circles. Repeat in opposite direction.



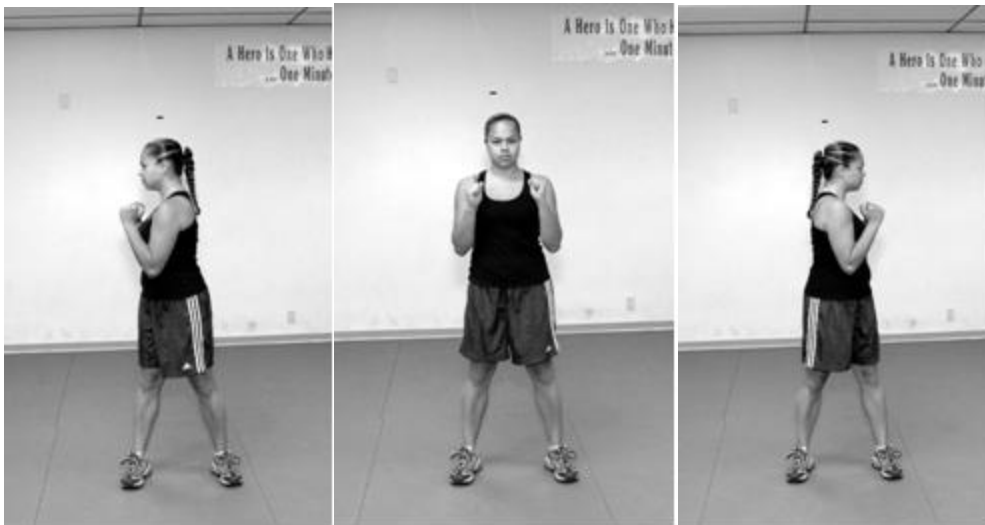
Side Bends. With feet more than shoulder width apart, bend sideways as far as possible. Return to upright position, then bend sideways to the other side.



Windmills. Stand erect, feet shoulder width apart, arms out to the side. Keeping the legs straight, bring right hand across the body reaching for the left foot. Return to starting position and reach for right foot with the left hand. Repeat for recommended repetitions.



Trunk Twists. Standing, twist gently from right to left and reverse. Hands can be outstretched or in front with elbows bent.

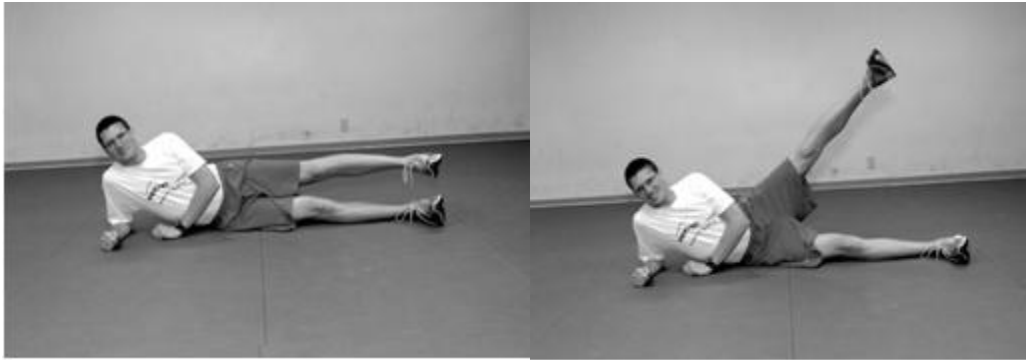


Knee-to-Forehead. With hands and knees on the floor, bring one knee toward the forehead (flexing the neck), then straighten the leg back as far as possible. Perform 5-7 leg extensions before switching to the other leg.

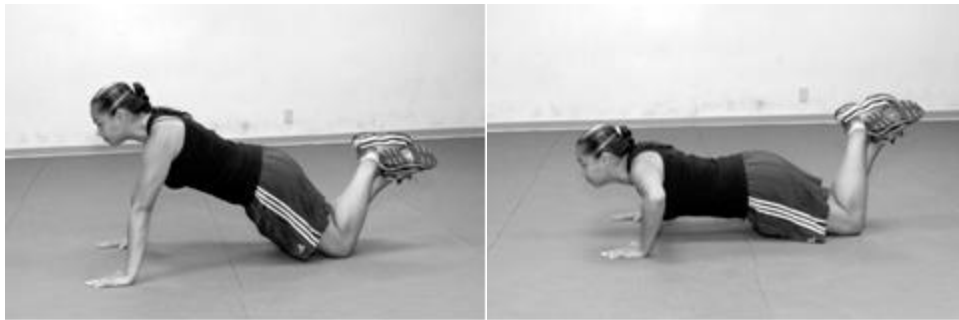


Low Intensity Strength Exercises

Side Leg Raises. While on the side with legs straight, slowly raise the top leg 18" and return. After recommended number of leg raises, roll to the opposite side and repeat with the other leg.



Push-ups (modified). On the stomach with body straight from shoulder to knees and hands beside the shoulders, push the body upward until arms are straight. Bend arms to lower body back to the starting position. In the modified movement, weight is supported at the knees.



Push-ups (military). On the stomach with body straight from the shoulders to the toes, hands beside the shoulders, push the body upward until arms are straight. Bend arms to lower the body back to the starting position.



Stomach Crunches or Sit-ups. Start on the back, knees bent at a 90-degree angle with hands in front of or behind the head. Raise the head and upper part of the body, curling or crunching up from the waist.



Core Strength Exercises

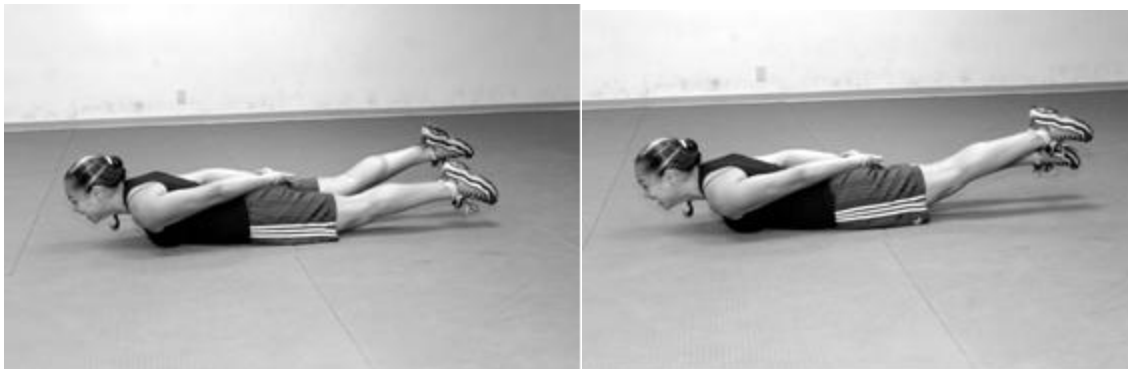
Prone Planks. Start in the prone position and prop the body up onto the toes and forearms. Hold this position with the body maintaining a flat back and rigid position for the recommended amount of time.



Right & Left Side Hover. Lying on the side, elevate the body off of the ground so that it is supported by the side of the foot and the elbow. Maintain the body in a straight, rigid position for the recommended amount of time.

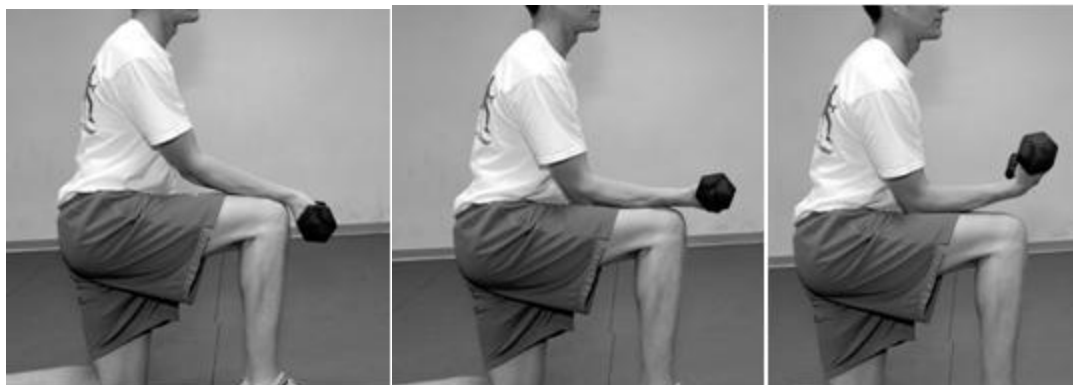


Stomach Flutter Kicks. Lie on stomach. Keeping the legs straight, flutter feet alternately for recommended number of reps. Hands may be on top of buttocks or under thighs.



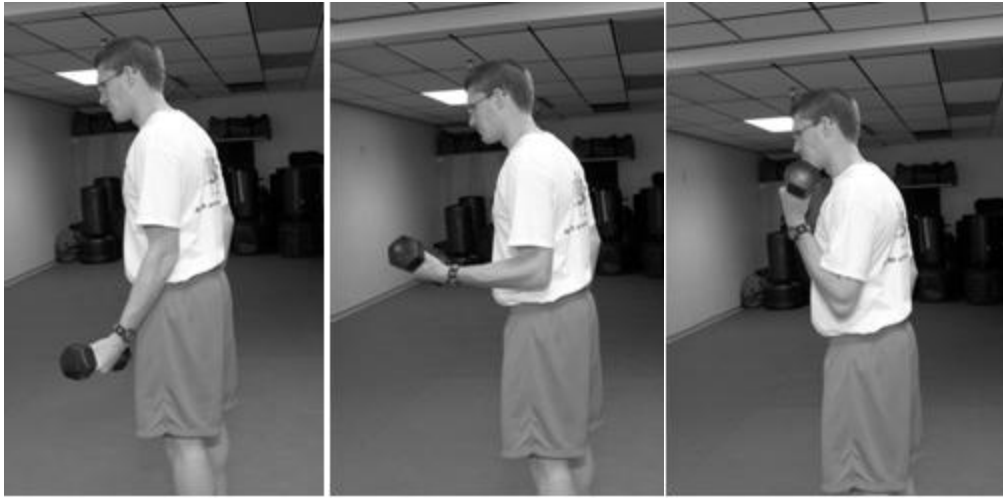
Upper Body Strength

Wrist Curls. Selecting a weight of “somewhat hard,” take a kneeling position with the arm supported by the leg. Curl the weight up with hand palm side up. Perform the prescribed number of repetitions.



Arm Curls. Selecting a weight of “somewhat hard,” raise weight from the extended position and then lower it back down slowly. Keep back straight and knees

slightly bent. Do not hold breath during the movement. Perform the prescribed number of repetitions.



Lower Body Strength

Leg Press. Selecting a weight of “somewhat hard,” start in a press position and extend leg until nearly straight. Do not lock out the knees. Return leg to the start position slowly. Perform the prescribed number of repetitions.



Alternative to Leg Press: Modified Wall Sit. Partners sit facing opposite directions, back-to-back, with arms hooked at elbows, backs erect, and knees bent at right angles. Partners then perform a simultaneous backward push and standing effort, rising to a half-knee bend and holding position for 30-40 seconds. Perform the prescribed number of repetitions.



Low Intensity Plyometric Exercises

Skipping. Begin in the standing position and skip from right to left foot. A strenuous effort is not required when completing these. Be sure to follow the recommended number of touches and recovery duration.



Skipping-for-Height. Complete skipping from right to left foot as described above. Be sure to use an exaggerated arm movement and try to come as far off of the ground as possible. Be sure to follow the recommended number of touches and the recovery duration.



Lower Body Plyometric Exercises

Two-Foot Hops. Start in the standing position, flex the knee slightly and hop into the air. Hopping should be done in place. Continue hopping in place for the recommended number of hops in the set.



Single Foot Side-to-Side Hop. Begin by standing on one foot and flex the knee slightly, hopping to the side landing on the opposite foot. After landing on the opposite side, flex the knee and hop back to the other side. Continue hopping back and forth for the recommended number in the set. Distance between hops should be about three feet.



Two Foot Side-to-Side Hop. Start in the standing position with the feet approximately shoulder width apart. Flex the knee slightly and hop to the side. After landing on the opposite side, again flex the knee and hop to other side. Continue hopping from side to side for the recommended number in the set. Maintain feet at approximately shoulder width apart. Distance between hops should be about two feet.

(no picture)

Standing Long Jumps. Start in the standing position and flex the knees deeply while swinging the arms back. Now jump forward as far as possible. Repeat this action for the recommended number of repetitions in the set. A soft landing area (padding or sand) is highly recommended for this exercise. If none is available then the exercise may need to be avoided.



Standing Jump/Reach. Start in the standing position with feet shoulder width apart. Flex the knees and jump into the air as high as possible. Raise the arms above the

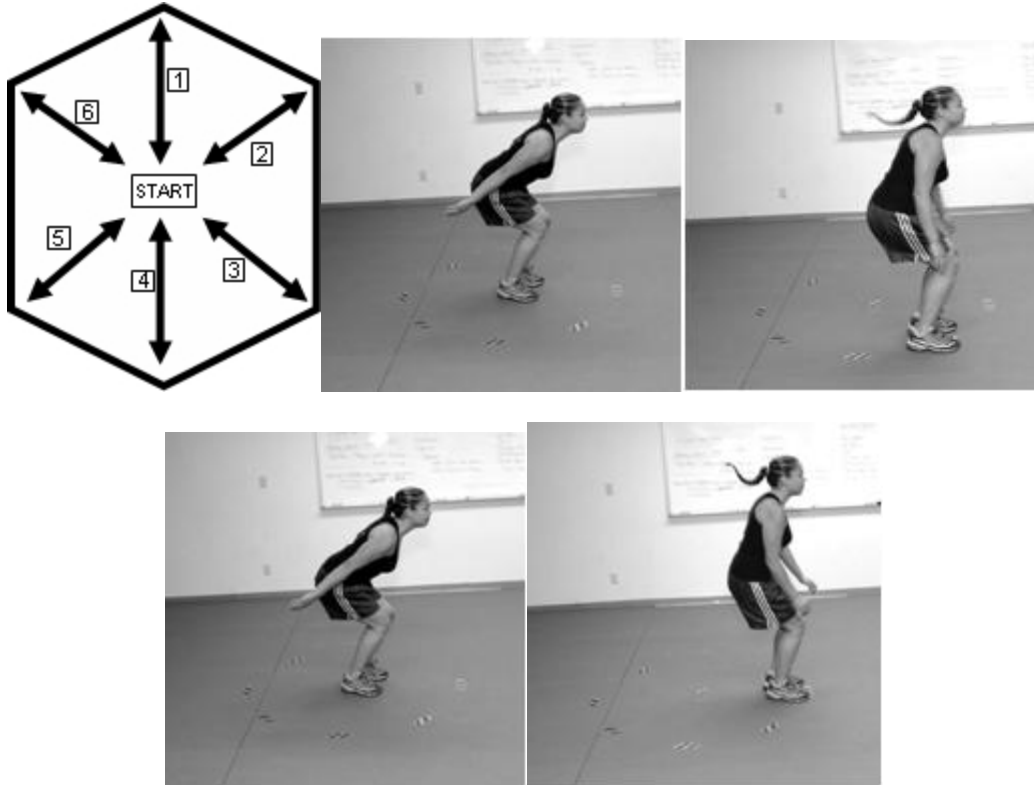
head as if trying to reach for something in the air. Repeat this exercise for the recommended number of repetitions in the set.



Standing Jump Over Barrier. Start in the standing position with feet approximately shoulder width apart. Flex the knees and jump up and forward over a barrier (cone or small cross rail). The barrier should not exceed one and a half feet in height. If no barrier is available, then jump over an imaginary barrier.



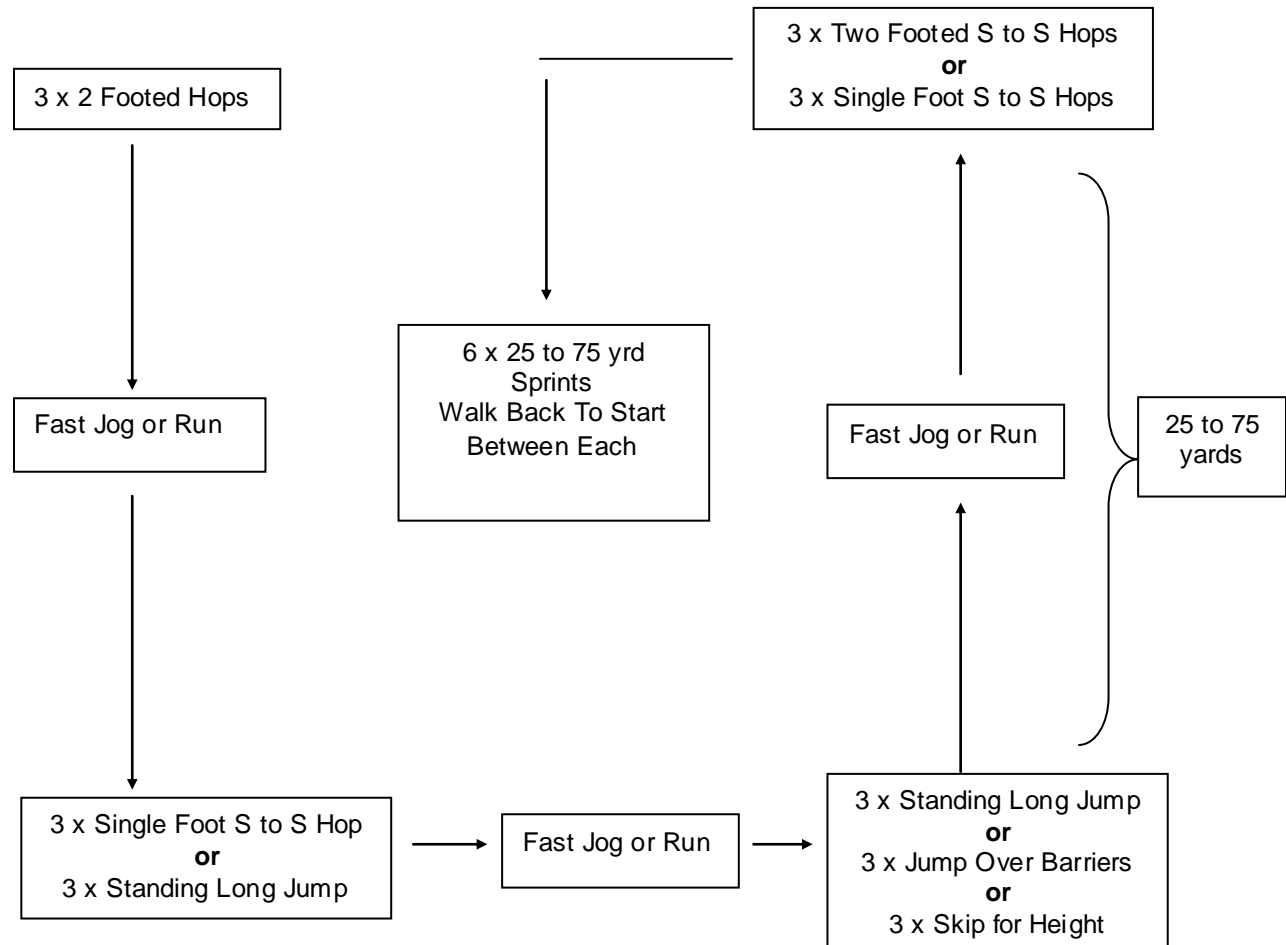
Hexagon Drill. Begin by standing with approximately six feet of space around each person. Next, envision standing in the middle of a clock face. Now flex the knee and jump forward to the 12 o'clock position and then jump back to the starting position. Repeat this exercise jumping to the 2, 4, 6, 8, and 10 o'clock positions. Hexagon drill pattern: Distance between start and each jump can vary based on fitness and body size, but should be far enough out to provide reasonable effort. Also, the order of the jumps can be varied so long as all of the jumps are consecutive.



Multi Jumps for Height. Begin standing in place. Next, flex the knees and jump into the air as high as possible. As soon as landing, flex the knees and jump into air again as high as possible. Repeat for the recommended number of repetitions.

(no picture)

Plyo Circuit. Instructor sets up a plyo circuit according to the specifications below and when applicable, chooses the exercise that is appropriate for the ability of the students within a given class. The instructor can use his/her judgment to determine the length of the circuit (e.g., 25 yards – 75 yards for the sprints, fast jog, or run). Repeat for the recommended number of repetitions with a 5-minute rest between each repetition.



Upper Body Plyometric Exercises

Wheelbarrow. Begin in the push-up position. Have a partner pick up the person's feet, while they remain supported by their arms. Now both partners will walk forward for the recommended number of steps. It is a good idea to match partners based on body size to avoid injury.



Alternative to Wheelbarrow: Overhead throw w/med ball or basketball. Begin in the standing position and raise the ball over head. Next throw the ball over the head toward a partner. The partner will catch the ball and perform the same motion. Partners will pass the ball back and forth until the recommended number of repetitions is completed.



Alternative to Wheelbarrow: Supine single arm overhead throw w/med ball or basketball. Begin by lying on the ground with one arm extended overhead with the ball in hand. Throw the ball forward and begin flexing the trunk upward similar to a stomach curl. Finish in a stomach curl position. Repeat the recommended number of repetitions.



Explosive Wall Push-Ups. Begin standing on the floor facing a wall. Lean forward into the wall with arms extended (similar to the push-up position). Flex the elbows and lower the body toward the wall. Now rapidly contract the arms with enough force to push off of the wall. Fall back into the wall and repeat the motion for the number of recommended repetitions.



Alternative to Explosive Wall Push-Up: Chest pass w/med ball or basketball. Begin in either the standing or kneeling position. Holding the ball in two hands, bring the ball to the chest and push out, passing the ball to a partner. The partner should be ready to receive the pass with their arms extended out in front of them. As the partner receives the pass, they should slow the ball down as they bring it to their chest and then immediately pass the ball back to the opposing partner. Pass the ball back and forth until the recommended number of repetitions has been completed.



Alternative to Explosive Wall Push-Up: Chest push w/med ball or basketball. Begin on the knees holding ball close to the chest as if a chest pass were going to be completed. Next crouch down. From the crouch position, explode outward staying on the knees and throw the ball as far as possible or to a partner. Have the partner return the ball and repeat for the recommended number of repetitions.



Push-Up Jump. Begin in the push-up position on the floor. Lower the body to the floor. Now explosively contract the arms with enough force to push off the ground. Now land on the floor and lower the body back to ground and repeat for the recommended number of repetitions. Rest 2 seconds between each push-up.

(no picture)

Alternative to Push-Up Jump: Heavy bag thrust. Begin by standing next to a suspended heavy bag with right shoulder lined up with the bag. Move the right foot back while the left foot stays next to the heavy bag for stability. Place the right hand on the heavy bag and use the arm and torso to push the bag forward. As the bag comes swinging back, have the exerciser and a partner slow the bag down and then repeat for the recommended number repetitions.



Alternative to Push-Up Jump: Heavy bag stroke (Advanced). Follow the same procedure for the heavy bag thrust; however, when the heavy bag comes swinging back, have exerciser catch the bag and begin to slow it down. As the bag swings back even with the body, immediately push it forward with an explosive motion. Repeat this sequence for the recommended number of repetitions.



Alternative to Push-Up Jump: Catch and Overhead Throw w/med ball (Advanced). Begin in the standing position with feet shoulder width apart and arms extended out and slightly over head. Have a partner pass the ball. Catch the ball overhead and pass it back to the partner. Repeat until the recommended number of repetitions has been completed. If a partner is not available, exerciser may throw ball against a wall and catch the rebounding ball.



Cool-Down and Static Stretching

Cool-Down. Always first include light intensity exercise, such as walking, during the cool-down to slowly reduce heart rate. Follow the light exercise with static stretching. Static stretching should only be included following exercise because of the stretch induced force deficit.

Calf Stretch. Facing the wall, put feet together about 36" from the wall and place hands on the wall. Keep feet flat on the floor and knees straight.



Quad Stretch. While standing and supporting the body with one hand on a wall or other support, grab the ankle and arch the back. Pull up on the ankle until adequate stretch is felt in the front thigh.



Knee Hugs. Lying on back, slowly raise knee to chest, grasp knee with both hands, and pull to the chest. Keep opposite leg straight. Hold leg for prescribed seconds. Rest for prescribed seconds. Follow same procedure with other leg, again keeping opposite leg straight.



Stride Stretches. Start in a push-up position with one knee tucked forward to chest level and the other leg extended. Alternate forward and extend legs.



Time and Testing Specifications

The minimum time and testing specifications for the PO Core Course are provided below in Table 1 by unit and module. The first three columns identify the unit number, module number, and module title, respectively. The fourth column identifies the minimum number of instructional hours required for each module. The final three columns identify the job knowledge tests associated with the student performance objectives for each module. The column labeled “MCT Items” identifies the number of student performance objectives in each module that are tested using a multiple choice test. (MCT) Each of these student performance objectives must be tested with a minimum of one multiple choice item. The sixth and seventh columns identify the written skills and behavior skills tests that are associated with each module, labeled “WST” and “BST,” respectively. For course certification purposes, each WST and BST was assigned a number in the sequential order they appear in the manual. A total of 27 WSTs and 35 BSTs are included in the course (e.g., WST #1 – WST #27 and BST #1 – BST #35).

Table 1

PO Core Course Minimum Time Allocation and Test Specifications

Unit	Module	Title	Min. Hours	Job Knowledge Tests		
				MCT Items	WST	BST
2	2.1	Roles and Responsibilities of the Probation Officer	3	11		
	2.2	Ethics and the Probation Officer	3	4		
	2.3	Legal Liability	2	3		
3	3.1	Legal Foundations for Probation	4	8	1	
	3.2	Confidentiality and Release of Information	3	11	2	
	3.3	Juvenile Justice System and Process	2	5		
	3.4	Adult Criminal Justice System and Process	2	6		
4	4.1	Evidence-based Practices	2	7		
	4.2	Introduction to Assessment Tools	2	5		
	4.3	Interviewing Techniques	4	1	3	
	4.4	Disproportionate Minority Contact	2	5		

Table I (Continued)

PO Core Course Minimum Time Allocation and Test Specifications

Unit	Module	Title	Min. Hours	Job Knowledge Tests		
				MCT Items	WST	BST
5	5.1	Gangs	6	16		1
	5.2	Family Violence	6	13	4, 5, 6	2
	5.3	Psychological Problems	4	6		
	5.4	Substance Abuse	6	8	7	3
	5.5	Crisis Intervention and Counseling	4	4		4
	5.6	Sex Offender Legal Mandates and Community Management	4	4		
6	6.1	Juvenile Detention Decisions	6	12	8, 9, 10	
7	7.1	Case Information Gathering: Written Records	4	9		
	7.2	Restitution, Fines, and Other Payments	4	11	11	
	7.3	Interviewing Victims	4	4		5
	7.4	Investigation Interviewing	4	7		6
8	8.1	Determinate Sentencing	4	14	12	
	8.2	Dispositional Alternatives in Adult Cases	2	9	13	
	8.3	Adult Court Reports	8	6	14	
	8.4	Dispositional Alternatives in Juvenile Cases	4	17		
	8.5	Juvenile Court Reports	8	8	15	
	8.6	Presentations to the Court and Testifying	2	6		
9	9.1	Conducting the Initial Meeting and Interview with the Probationer	8	22	16	7
	9.2	Establishing Case Goals and Plans	4	12	17, 18	
	9.3	Case Plan and Supervision	6	18	19, 20	
	9.4	Monitoring for Substance Use	2	7		8
	9.5	Factors in Making Referrals	2	10	21	

Table I (Continued)

PO Core Course Minimum Time Allocation and Test Specifications

Unit	Module	Title	Min. Hours	Job Knowledge Tests		
				MCT Items	WST	BST
10	10.1	Violations of Probation or New Law Violations	3	13	22, 23	
	10.2	Modifications of Case Plan	4	11	24, 25	
	10.3	Out of County Jurisdictional Issues and Interstate Compact	1	7		
11	11.1	Priority Setting For Probation Officer Functions	2	1	26, 27	
A	A.1	Personal Safety Precautions	2	8		
	A.2	Contraband and Evidence	3	13		
	A.3	Searching Persons, Buildings, and Vehicles	4	22		9
B	B.1	Principles of Use of Force	3	10		
	B.2	Evasive and Blocking Techniques	4	0		10-13
	B.3	Arrest and Control Techniques	12	0		14-18
C	C.1	Principles of Use of Restraints	3	13		
	C.2	Handcuffing	5	0		19-28
	C.3	Searching the Person	3	0		29-35
D	D.1	Preparation for Transport	1	8		
P	P.1	Physical Conditioning Basics	1.5	0		
	P.2	Conditioning Exercises	1	0		
	P.3	Conditioning Exercises	1	0		
	P.4	Conditioning Exercises	2	0		
	P.5	Conditioning Exercises	2	0		
	P.6	Conditioning Exercises	1.5	0		
	P.7	Conditioning Exercises	1.5	0		
	P.8	Conditioning Exercises	1.5	0		
Testing Time for MCT:			3			
Total:			196	395	27	35

Minimum Job Knowledge Test Requirements

Job Knowledge Test by Student Performance Objective Index

This section provides an index that links student performance objectives to job knowledge tests (multiple choice test, written skills test, and behavior skills test). Training providers can assemble multiple choice tests to include a combination of units and/or modules. A total of 3 hours is provided to administer multiple choice tests. Each student performance objective that is tested using a multiple choice test must be tested using a minimum of one (1) multiple choice item. Training providers may increase the number of items used to assess each student performance objective. Written skills tests and behavior skills tests are job simulation activities and must be completed by each student during the instructional time frame specified for the module.

Please refer to the *Handbook for Presenting Core Courses* for more detail on test administration and scoring. The publication *Test Item Writing for Core Courses* is also available from the STC, as well as technical assistance.

Student Performance Objective	Job Knowledge Tests		
	Multiple Choice Test	Written Skills Test	Behavior Skills Test
2.1.1	min. 1 item		
2.1.2	min. 1 item		
2.1.3	min. 1 item		
2.1.4	min. 1 item		
2.1.5	min. 1 item		
2.1.6	min. 1 item		
2.1.7	min. 1 item		
2.1.8	min. 1 item		
2.1.9	min. 1 item		
2.1.10	min. 1 item		
2.1.11	min. 1 item		
2.2.1	min. 1 item		
2.2.2	min. 1 item		
2.2.3	min. 1 item		
2.2.4	min. 1 item		
2.3.1	min. 1 item		
2.3.2	min. 1 item		
2.3.3	min. 1 item		

Student Performance Objective	Job Knowledge Tests		
	Multiple Choice Test	Written Skills Test	Behavior Skills Test
3.1.1	min. 1 item		
3.1.2	min. 1 item		
3.1.3	min. 1 item		
3.1.4	min. 1 item		
3.1.5	min. 1 item		
3.1.6	min. 1 item		
3.1.7		#1	
3.1.8	min. 1 item		
3.1.9	min. 1 item		
3.2.1	min. 1 item		
3.2.2	min. 1 item		
3.2.3	min. 1 item		
3.2.4	min. 1 item		
3.2.5	min. 1 item		
3.2.6	min. 1 item		
3.2.7	min. 1 item		
3.2.8	min. 1 item		
3.2.9		#2	
3.2.10	min. 1 item		
3.2.11	min. 1 item		
3.2.12	min. 1 item		
3.3.1	min. 1 item		
3.3.2	min. 1 item		
3.3.3	min. 1 item		
3.3.4	min. 1 item		
3.3.5	min. 1 item		
3.4.1	min. 1 item		
3.4.2	min. 1 item		
3.4.3	min. 1 item		
3.4.4	min. 1 item		
3.4.5	min. 1 item		
3.4.6	min. 1 item		

Student Performance Objective	Job Knowledge Tests		
	Multiple Choice Test	Written Skills Test	Behavior Skills Test
4.1.1	min. 1 item		
4.1.2	min. 1 item		
4.1.3	min. 1 item		
4.1.4	min. 1 item		
4.1.5	min. 1 item		
4.1.6	min. 1 item		
4.1.7	min. 1 item		
4.2.1	min. 1 item		
4.2.2	min. 1 item		
4.2.3	min. 1 item		
4.2.4	min. 1 item		
4.2.5	min. 1 item		
4.3.1	min. 1 item		
4.3.2		#3	
4.4.1	min. 1 item		
4.4.2	min. 1 item		
4.4.3	min. 1 item		
4.4.4	min. 1 item		
4.4.5	min. 1 item		
5.1.1	min. 1 item		
5.1.2	min. 1 item		
5.1.3	min. 1 item		
5.1.4	min. 1 item		
5.1.5	min. 1 item		
5.1.6	min. 1 item		
5.1.7	min. 1 item		
5.1.8	min. 1 item		
5.1.9	min. 1 item		
5.1.10	min. 1 item		
5.1.11	min. 1 item		
5.1.12	min. 1 item		
5.1.13	min. 1 item		
5.1.14	min. 1 item		
5.1.15	min. 1 item		
5.1.16	min. 1 item		
5.1.17			#1

Student Performance Objective	Job Knowledge Tests		
	Multiple Choice Test	Written Skills Test	Behavior Skills Test
5.2.1	min. 1 item		
5.2.2	min. 1 item		
5.2.3	min. 1 item		
5.2.4	min. 1 item		
5.2.5	min. 1 item		
5.2.6	min. 1 item		
5.2.7	min. 1 item		
5.2.8	min. 1 item		
5.2.9	min. 1 item		
5.2.10		#4	
5.2.11	min. 1 item		
5.2.12	min. 1 item		
5.2.13		#5	
5.2.14		#6	
5.2.15	min. 1 item		
5.2.16			#2
5.2.17	min. 1 item		
5.3.1	min. 1 item		
5.3.2	min. 1 item		
5.3.3	min. 1 item		
5.3.4	min. 1 item		
5.3.5	min. 1 item		
5.3.6	min. 1 item		
5.4.1	min. 1 item		
5.4.2	min. 1 item		
5.4.3	min. 1 item		
5.4.4	min. 1 item		
5.4.5	min. 1 item		
5.4.6	min. 1 item		
5.4.7		#7	
5.4.8			#3
5.4.9	min. 1 item		
5.4.10	min. 1 item		
5.5.1	min. 1 item		
5.5.2	min. 1 item		
5.5.3	min. 1 item		
5.5.4	min. 1 item		
5.5.5			#4

Student Performance Objective	Job Knowledge Tests		
	Multiple Choice Test	Written Skills Test	Behavior Skills Test
5.6.1	min. 1 item		
5.6.2	min. 1 item		
5.6.3	min. 1 item		
5.6.4	min. 1 item		
6.1.1	min. 1 item		
6.1.2	min. 1 item		
6.1.3	min. 1 item		
6.1.4	min. 1 item		
6.1.5	min. 1 item		
6.1.6	min. 1 item		
6.1.7		#8	
6.1.8	min. 1 item		
6.1.9	min. 1 item		
6.1.10		#9	
6.1.11	min. 1 item		
6.1.12		#10	
6.1.13	min. 1 item		
6.1.14	min. 1 item		
6.1.15	min. 1 item		
7.1.1	min. 1 item		
7.1.2	min. 1 item		
7.1.3	min. 1 item		
7.1.4	min. 1 item		
7.1.5	min. 1 item		
7.1.6	min. 1 item		
7.1.7	min. 1 item		
7.1.8	min. 1 item		
7.1.9	min. 1 item		
7.2.1	min. 1 item		
7.2.2	min. 1 item		
7.2.3	min. 1 item		
7.2.4	min. 1 item		
7.2.5	min. 1 item		
7.2.6	min. 1 item		
7.2.7	min. 1 item		
7.2.8	min. 1 item		
7.2.9	min. 1 item		
7.2.10	min. 1 item		
7.2.11		#11	
7.2.12	min. 1 item		

Student Performance Objective	Job Knowledge Tests		
	Multiple Choice Test	Written Skills Test	Behavior Skills Test
7.3.1	min. 1 item		
7.3.2	min. 1 item		
7.3.3	min. 1 item		
7.3.4	min. 1 item		
7.3.5			#5
7.4.1	min. 1 item		
7.4.2	min. 1 item		
7.4.3	min. 1 item		
7.4.4	min. 1 item		
7.4.5	min. 1 item		
7.4.6	min. 1 item		
7.4.7	min. 1 item		
7.4.8			#6
8.1.1	min. 1 item		
8.1.2	min. 1 item		
8.1.3	min. 1 item		
8.1.4	min. 1 item		
8.1.5	min. 1 item		
8.1.6	min. 1 item		
8.1.7	min. 1 item		
8.1.8	min. 1 item		
8.1.9		#12	
8.1.10	min. 1 item		
8.1.11	min. 1 item		
8.1.12	min. 1 item		
8.1.13	min. 1 item		
8.1.14	min. 1 item		
8.1.15	min. 1 item		

Student Performance Objective	Job Knowledge Tests		
	Multiple Choice Test	Written Skills Test	Behavior Skills Test
8.2.1	min. 1 item		
8.2.2	min. 1 item		
8.2.3	min. 1 item		
8.2.4	min. 1 item		
8.2.5	min. 1 item		
8.2.6	min. 1 item		
8.2.7	min. 1 item		
8.2.8		#13	
8.2.9	min. 1 item		
8.2.10	min. 1 item		
8.3.1	min. 1 item		
8.3.2	min. 1 item		
8.3.3	min. 1 item		
8.3.4	min. 1 item		
8.3.5	min. 1 item		
8.3.6		#14	
8.3.7	min. 1 item		
8.4.1	min. 1 item		
8.4.2	min. 1 item		
8.4.3	min. 1 item		
8.4.4	min. 1 item		
8.4.5	min. 1 item		
8.4.6	min. 1 item		
8.4.7	min. 1 item		
8.4.8	min. 1 item		
8.4.9	min. 1 item		
8.4.10	min. 1 item		
8.4.11	min. 1 item		
8.4.12	min. 1 item		
8.4.13	min. 1 item		
8.4.14	min. 1 item		
8.4.15	min. 1 item		
8.4.16	min. 1 item		
8.4.17	min. 1 item		

Student Performance Objective	Job Knowledge Tests		
	Multiple Choice Test	Written Skills Test	Behavior Skills Test
8.5.1	min. 1 item		
8.5.2	min. 1 item		
8.5.3	min. 1 item		
8.5.4	min. 1 item		
8.5.5	min. 1 item		
8.5.6		#15	
8.5.7	min. 1 item		
8.5.8	min. 1 item		
8.5.9	min. 1 item		
8.6.1	min. 1 item		
8.6.2	min. 1 item		
8.6.3	min. 1 item		
8.6.4	min. 1 item		
8.6.5	min. 1 item		
8.6.6	min. 1 item		
9.1.1	min. 1 item		
9.1.2	min. 1 item		
9.1.3	min. 1 item		
9.1.4	min. 1 item		
9.1.5	min. 1 item		
9.1.6	min. 1 item		
9.1.7	min. 1 item		
9.1.8	min. 1 item		
9.1.9	min. 1 item		
9.1.10	min. 1 item		
9.1.11	min. 1 item		
9.1.12		#16	
9.1.13	min. 1 item		
9.1.14	min. 1 item		
9.1.15	min. 1 item		
9.1.16	min. 1 item		
9.1.17	min. 1 item		
9.1.18	min. 1 item		
9.1.19	min. 1 item		
9.1.20	min. 1 item		
9.1.21	min. 1 item		
9.1.22	min. 1 item		
9.1.23	min. 1 item		
9.1.24			#7

Student Performance Objective	Job Knowledge Tests		
	Multiple Choice Test	Written Skills Test	Behavior Skills Test
9.2.1	min. 1 item		
9.2.2	min. 1 item		
9.2.3	min. 1 item		
9.2.4		#17	
9.2.5	min. 1 item		
9.2.6	min. 1 item		
9.2.7	min. 1 item		
9.2.8	min. 1 item		
9.2.9	min. 1 item		
9.2.10	min. 1 item		
9.2.11	min. 1 item		
9.2.12	min. 1 item		
9.2.13			
9.2.14	min. 1 item		
9.3.1	min. 1 item		
9.3.2	min. 1 item		
9.3.3	min. 1 item		
9.3.4	min. 1 item		
9.3.5		#19	
9.3.6	min. 1 item		
9.3.7	min. 1 item		
9.3.8	min. 1 item		
9.3.9	min. 1 item		
9.3.10	min. 1 item		
9.3.11	min. 1 item		
9.3.12	min. 1 item		
9.3.13	min. 1 item		
9.3.14	min. 1 item		
9.3.15	min. 1 item		
9.3.16	min. 1 item		
9.3.17	min. 1 item		
9.3.18	min. 1 item		
9.3.19	min. 1 item		
9.3.20		#20	

Student Performance Objective	Job Knowledge Tests		
	Multiple Choice Test	Written Skills Test	Behavior Skills Test
9.4.1	min. 1 item		
9.4.2	min. 1 item		
9.4.3	min. 1 item		
9.4.4	min. 1 item		
9.4.5	min. 1 item		
9.4.6	min. 1 item		
9.4.7	min. 1 item		
9.4.8			#8
9.5.1	min. 1 item		
9.5.2	min. 1 item		
9.5.3	min. 1 item		
9.5.4	min. 1 item		
9.5.5	min. 1 item		
9.5.6		#21	
9.5.7	min. 1 item		
9.5.8	min. 1 item		
9.5.9	min. 1 item		
9.5.10	min. 1 item		
9.5.11	min. 1 item		
10.1.1	min. 1 item		
10.1.2	min. 1 item		
10.1.3	min. 1 item		
10.1.4	min. 1 item		
10.1.5	min. 1 item		
10.1.6	min. 1 item		
10.1.7	min. 1 item		
10.1.8	min. 1 item		
10.1.9	min. 1 item		
10.1.10	min. 1 item		
10.1.11		#22	
10.1.12		#23	
10.1.13	min. 1 item		
10.1.14	min. 1 item		
10.1.15	min. 1 item		

Student Performance Objective	Job Knowledge Tests		
	Multiple Choice Test	Written Skills Test	Behavior Skills Test
10.2.1	min. 1 item		
10.2.2	min. 1 item		
10.2.3	min. 1 item		
10.2.4	min. 1 item		
10.2.5	min. 1 item		
10.2.6	min. 1 item		
10.2.7	min. 1 item		
10.2.8	min. 1 item		
10.2.9	min. 1 item		
10.2.10	min. 1 item		
10.2.11	min. 1 item		
10.2.12		#24	
10.2.13		#25	
10.3.1	min. 1 item		
10.3.2	min. 1 item		
10.3.3	min. 1 item		
10.3.4	min. 1 item		
10.3.5	min. 1 item		
10.3.6	min. 1 item		
10.3.7	min. 1 item		
11.1.1	min. 1 item		
11.1.2		#26	
11.1.3		#27	
A.1.1	min. 1 item		
A.1.2	min. 1 item		
A.1.3	min. 1 item		
A.1.4	min. 1 item		
A.1.5	min. 1 item		
A.1.6	min. 1 item		
A.1.7	min. 1 item		
A.1.8	min. 1 item		

Student Performance Objective	Job Knowledge Tests		
	Multiple Choice Test	Written Skills Test	Behavior Skills Test
A.2.1	min. 1 item		
A.2.2	min. 1 item		
A.2.3	min. 1 item		
A.2.4	min. 1 item		
A.2.5	min. 1 item		
A.2.6	min. 1 item		
A.2.7	min. 1 item		
A.2.8	min. 1 item		
A.2.9	min. 1 item		
A.2.10	min. 1 item		
A.2.11	min. 1 item		
A.2.12	min. 1 item		
A.2.13	min. 1 item		
A.3.1	min. 1 item		
A.3.2	min. 1 item		
A.3.3	min. 1 item		
A.3.4	min. 1 item		
A.3.5	min. 1 item		
A.3.6	min. 1 item		
A.3.7	min. 1 item		
A.3.8	min. 1 item		
A.3.9	min. 1 item		
A.3.10	min. 1 item		
A.3.11	min. 1 item		
A.3.12	min. 1 item		
A.3.13	min. 1 item		
A.3.14	min. 1 item		
A.3.15	min. 1 item		
A.3.16	min. 1 item		
A.3.17	min. 1 item		
A.3.18	min. 1 item		
A.3.19			#9
A.3.20	min. 1 item		
A.3.21	min. 1 item		
A.3.22	min. 1 item		
A.3.23	min. 1 item		

Student Performance Objective	Job Knowledge Tests		
	Multiple Choice Test	Written Skills Test	Behavior Skills Test
B.1.1	min. 1 item		
B.1.2	min. 1 item		
B.1.3	min. 1 item		
B.1.4	min. 1 item		
B.1.5	min. 1 item		
B.1.6	min. 1 item		
B.1.7	min. 1 item		
B.1.8	min. 1 item		
B.1.9	min. 1 item		
B.1.10	min. 1 item		
B.2.1			#10
B.2.2			#11
B.2.3			#12
B.2.4			#13
B.3.1			#14
B.3.2			#15
B.3.3			#16
B.3.4			#17
B.3.5			#18
C.1.1	min. 1 item		
C.1.2	min. 1 item		
C.1.3	min. 1 item		
C.1.4	min. 1 item		
C.1.5	min. 1 item		
C.1.6	min. 1 item		
C.1.7	min. 1 item		
C.1.8	min. 1 item		
C.1.9	min. 1 item		
C.1.10	min. 1 item		
C.1.11	min. 1 item		
C.1.12	min. 1 item		
C.1.13	min. 1 item		

Student Performance Objective	Job Knowledge Tests		
	Multiple Choice Test	Written Skills Test	Behavior Skills Test
C.2.1			#19
C.2.2			#20
C.2.3			#21
C.2.4			#22
C.2.5			#23
C.2.6			#24
C.2.7			#25
C.2.8			#26
C.2.9			#27
C.2.10			#28
C.3.1			#29
C.3.2			#30
C.3.3			#31
C.3.4			#32
C.3.5			#33
C.3.6			#34
C.3.7			#35
D.1.1	min. 1 item		
D.1.2	min. 1 item		
D.1.3	min. 1 item		
D.1.4	min. 1 item		
D.1.5	min. 1 item		
D.1.6	min. 1 item		
D.1.7	min. 1 item		
D.1.8	min. 1 item		
P.1.1	Physical conditioning is not tested.		
P.1.2			
P.1.3			
P.1.4			
P.1.5			
P.1.6			
P.1.7			
P.1.8			
P.1.9			
P.1.10			
P.1.11			

Student Performance Objective	Job Knowledge Tests		
	Multiple Choice Test	Written Skills Test	Behavior Skills Test
P.2.I	Physical conditioning is not tested.		
P.3.I			
P.4.I			
P.5.I			
P.6.I			
P.7.I			
P.8.I			

Minimum MCT Items by Unit

The table below indicates the minimum number of MCT items that are required per unit. In order for a course to be certified by BSCC, the RFC must indicate that at least the minimum required number of MCT items that will be tested for each unit. It may be helpful for providers to refer to this table both before and after constructing the MCT items.

Unit	Minimum # of MCTs
2	18
3	30
4	18
5	51
6	12
7	31
8	60
9	69
10	31
11	1
A	43
B	10
C	13
D	8
P	0
Total	395

Minimum MCT Items by Module

The table below indicates the minimum number of MCT items that are required per module. In order for a course to be certified by BSCC, the RFC must indicate that at least the minimum required number of MCT items that will be tested for each unit. It may be helpful for providers to refer to this table both before and after constructing the MCT items.

Module	Minimum # of MCT Items	Module	Minimum # of MCT Items
2.1	11	9.1	22
2.2	4	9.2	12
2.3	3	9.3	18
3.1	8	9.4	7
3.2	11	9.5	10
3.3	5	10.1	13
3.4	6	10.2	11
4.1	7	10.3	7
4.2	5	11.1	1
4.3	1	A.1	8
4.4	5	A.2	13
5.1	16	A.3	22
5.2	13	B.1	10
5.3	6	B.2	0
5.4	8	B.3	0
5.5	4	C.1	13
5.6	4	C.2	0
6.1	12	C.3	0
7.1	9	D.1	8
7.2	11	P.1	0
7.3	4	P.2	0
7.4	7	P.3	0
8.1	14	P.4	0
8.2	9	P.5	0
8.3	6	P.6	0
8.4	17	P.7	0
8.5	8	P.8	0
8.6	6	Total	395

STANDARDS AND TRAINING FOR CORRECTIONS

Lesson Plan Policy (Effective July 1, 2013)

STC-Request for Certification (RFC) courses (annual and core) must have a written lesson plan. A copy of the lesson plans must be made available to the STC Field Representative **upon request**.

Best practices indicate detailed lesson plans enhance the development and delivery of training. Lesson plans help ensure quality training delivery by providing detailed information about the delivery of instructional objectives, instructional methodology, testing, and classroom activities. Furthermore, lesson plans provide written documentation of training.

Components of a Lesson Plan

STC does not require a standardized format; however, the lesson plan must be in such detail that a substitute instructor with requisite knowledge of the subject could teach from the lesson plan without contacting the instructor for clarification.

Along with the approved RFC, all STC-RFC lesson plans must contain the following components:

Room Set-Up:

How the classroom needs to be set up (e.g., classroom style, small group, theater, etc.).

Instructor Material(s)/Equipment Needed:

All material and equipment needed, including handouts and reference material for the class or module.

Time for Each Section or Exercise/Activity:

The beginning and end time or amount of time needed for each exercise/activity, section, or topic.

Trainer's Speaking Notes:

Any notes to remind the trainer of anything pertinent in that section. This may include key concepts, targeted responses, activity instructions, etc. It is not necessary to capture everything the instructor will say, for example, stories drawn from the instructor's own experience to illustrate or underscore a key concept would not necessarily be included. This should be written to a level that a person that is familiar with the content and course could step in and complete the training.

Handout/Classroom Materials:

The distribution of handouts and classroom materials should be noted in the section of the lesson plans where the distribution occurs.

Testing Type and Description of BST/WST completion (if applicable):

The type of test(s) to be given in the class or module; i.e., Multiple Choice Test (MCT), Job Knowledge Test (JKT), Behavior Skills Test (BST), and Written Skills Test (WST). Describe in writing each BST and WST to be completed in the class or module. This can be attached to the lesson plan as a handout and labeled appropriately as to when to administer it.

STANDARDS AND TRAINING FOR CORRECTIONS

Test Administration Policy (Effective July 1, 2013)

Core providers must have written policies and procedures for exam administration. Successful completion of core, including the exams, is part of the selection process. Because the exams are used to measure successful completion of core, the purpose of exam policies and procedures is to ensure fair and equitable testing. No examinee should have an advantage or disadvantage of any kind. Following standardized policies and procedures helps ensure that each examinee is provided with a guarantee of fair testing and an equal opportunity to maximize exam performance. This policy must be available for review by STC staff upon request.

The components identified below must be addressed in core providers' policies and procedures for testing.

I. Exam Administration Staff

- a. Qualifications (e.g., position, classification)
- b. Training requirements (initial and periodic refresher training)
- c. Responsibilities

II. Exam Administration Procedures

- a. Exam room environmental characteristics (e.g., good lighting, comfortable temperature, adequate ventilation, freedom from noise and interruption)
- b. Exam room preparation (e.g., working clock, remove materials on walls that may provide information to examinees, arrange seating with a minimum space distance, post any required information)
- c. Staff requirements for number of examinees (e.g., exam supervisor and a proctor for 1 - 20 examinees, an additional proctor for each additional 20 examinees).
- d. Accommodations for documented disabilities in accordance with the Americans with Disabilities Act (ADA) allowed in the exam room
 - i. Accommodations that can be handled with a regular exam administration (e.g. use of magnifier)
 - ii. Accommodations that require a special exam administration (e.g. extended testing time, reader)
- e. Admitting examinees into the exam room
- f. Review and remind examinees of "code of ethics" (responsible for confidentiality and security of the exam)
- g. Administering the exam – follow proctoring scripts
- h. Distributing exam materials
- i. Timing and break policies
- j. Collection and return of secure exam materials

III. Test Security

- a. All exam (JKTs, MCTs, test scenarios) materials must be stored in locked location at all times unless being administered
- b. Limited access to exam materials
- c. Test security agreement signed annually by all exam staff
- d. Test questions should never be brought into the classroom unless being administered

IV. Maintaining Security in the Exam Room/Proctor Responsibilities

- a. Accounting for test materials
- b. Conducting the test (remain vigilant and do not engage in activities that are not exam related)
- c. Monitor equipment use

V. Procedures for Reporting and Handling Test Irregularities and Compromises

- a. Test irregularities
 - i. Misconduct or inappropriate behavior of examinees
 - ii. Test question error or ambiguities
 - iii. Student complaints
 - iv. Other incidents or disturbances (e.g., uncontrollable events such as fire alarms, power outage)
- b. Compromises
 - i. Test is lost or stolen
 - ii. Unauthorized access to a test
 - iii. Examinee copies from another examinee
 - iv. Individual attempts to impersonate and take a test for an examinee
 - v. Examiners and examinees share information about an exam
 - vi. Examinee receives answers to questions before the test
- c. Investigating compromises
- d. Consequences of a security breach
 - i. Agency
 - ii. Examiners
 - iii. Examinees

VI. Accommodated Test Administration

- a. Requests for accommodations
- b. Required documentation for disabilities

VII. Document Retention Policies

- a. Test materials that should be retained in a secure location
- b. Retention schedule for test materials (abide by record retention policy of your agency)

VIII. Emergency Plan

- a. Identify staff responsible for managing an emergency
- b. List emergency supplies available in the exam room
- c. Identify alternative exam rooms and secure transportation of tests
- d. Detailed plans for how to handle specific emergencies (e.g., violence, natural disasters, illness, hazardous waste, bomb threat)

IX. Test Development

- a. Instructors develop own test questions
- b. Write at least two test questions for each performance objective; one for test and one for remedial test. Best practice would be one additional question in case there are problems with the other two
- c. Review, evaluate (Are the items functioning?) and revise tests regularly
- d. Test development oversight by training coordinator

Training Provider and Instructor Resources for Physical Conditioning

Exercise Equipment

Power Systems, Inc
800-321-6975
www.power-systems.com

Perform Better
800-556-7464
P.O. Box 8090
Cranston, RI 02920-0090
www.performbetter.com

Instructor Training Programs

American College of Sports Medicine
www.acsm.org

American Council on Exercise
www.acefitness.org

National Strength and Conditioning Association
www.nsca-lift.org

National Academy of Sports Medicine
www.nasm.org

International Sports Sciences Association
www.TheISSA.com

Guidelines for Exercise

American College of Sports Medicine. Guidelines for exercise testing and prescription. 7th Edition. Lippincott Williams and Wilkins, Philadelphia, 2006.

Technical Assistance

STC Program Train-the-Trainer Instruction
Contact Core Manager
916-445-5073
www.BSCC.ca.gov

Appendix B

Exercise Physiologist's Curriculum Vitae

Daryl Parker, PhD
California State University, Sacramento
Dept. Kinesiology and Health Science
6000 J St.
Sacramento, CA 95819
(916) 278-6902
email: parkerd@csus.edu

Current Position

1999 - Associate Professor, California State University, Sacramento.
Exercise Science internship coordinator.
1999 - Adjunct Faculty, Lake Tahoe Community College; winter quarter 2003

Education

2002 Doctor of Philosophy in P.E.- Exercise Science including a dual minor in statistics and biology
University of New Mexico.
Dissertation: Changes in VO₂max after an overnight exposure to 445 Torr with and without
Theophylline administration.
1994 Master of Science in P.E. – Exercise Physiology California State University, Sacramento.
Thesis: The effect of sodium lactate ingestion on blood glucose homeostasis, blood lactate, and plasma
volume during prolonged exercise.
1992 Bachelor of Science in P.E. – Biodynamics, California State University, Sacramento.

Certifications

1997 USSA level-I certification as nordic ski coach
1992 ACSM Certified Exercise Test Technologist
1991 ACSM Certified Health and Fitness Instructor
1990 AHA CPR certified BLS level C

Journal Reviewer

Journal of Exercise Physiology on-line – Editorial Board

Professional Memberships

2002 – current CAHPERD
1999 – current American Physiological Society
1999 – current American Society of Exercise Physiologists
1992 – current American College of Sports Medicine
1991 – current Southwest Chapter of American College of Sports Medicine

Professional distinction

1996 Top ten finalist in SWACSM PhD student research awards

Presentations

Over 20 Professional Presentations at National and Regional Conferences

Journal Articles

12 Peer-Reviewed Journal Publications

Abstracts

38 Peer-Reviewed Abstract Publications

References

- American College of Sports Medicine. (2009). *Guidelines for exercise testing and prescription* (8th ed), Philadelphia, PA: Lippincott Williams and Wilkins.
- Beneke, R., Beyer, T., Jachner, C., Erasmus, J., & Hütler, M. (2004). Energetics of karate kumite. *Eur J Appl Physiol*, 92(4-5), 518-523.
- Chu, D. A. (1998). *Jumping Into Plyometrics* (2nd ed), Human Kinetics, Champaign, IL, 1-7.
- Ellengold, L. J. (2001). *Teach SMEs to design training*. Columbia, MD: ASTD Workplace Learning and Performance Press.
- Francescato, M., Talon, T., & di Prampero, P. (1995). Energy cost and energy sources in karate. *Eur J Appl Physiol Occup Physiol*, 71(4), 355-361.
- Heller, J. (2000). Energy cost and cardiorespiratory demands of nunchaku exercise. *Journal of Sports Medicine & Physical Fitness*, 40(3), 217-222.
- Ingraham, S. J. (2003). The role of flexibility in injury prevention and athletic performance: Have we stretched the truth? *Minn Med*, 86(5), 58-61.
- Pope, R. P., Herbert, R. D., Kirwan, J. D., & Graham, B. J. (2000). A randomized trial of preexercise stretching for prevention of lower-limb injury. *Clinical Journal of Sport Medicine*, 32(2), 271-277.
- Sherry, M. A. & Best, T. M. (2004). A comparison of 2 rehabilitation programs in the treatment of acute hamstring strains. *J. Orthop Sports Phys Ther*, 34(3), 116-125.
- Thelen, D., Chumanov, E., Sherry, M., & Heiderscheit, B. (2006). Neuromusculoskeletal models provide insights into the mechanisms and rehabilitation of hamstring strains. *Exerc Sport Sci Rev*, 34(3), 135-141.
- Toskovic, N., Blessing, D., & Williford, H. (2002). The effect of experience and gender on cardiovascular and metabolic responses with dynamic tae kwon do exercise. *J Strength Cond Res*, 16(2), 278-285.
- Witvrouw, E., Mahieu, N., Danneels, L., & McNair, P. (2004). Stretching and injury prevention: An obscure relationship. *Sports Medicine*, 34(7), 443-449.